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AADAC

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# & sense nonsense

Making decisions about drugs

Teacher resource - Grades 4, 5 & 6



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*Lifelines*  
Action Programs for Healthy Living



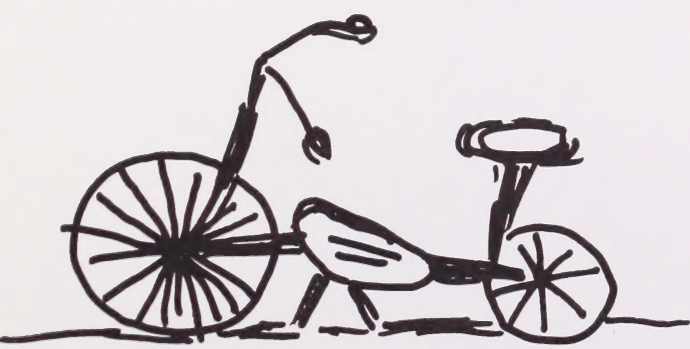
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**AADAC**

Alberta Alcohol and Drug Abuse Commission  
An Agency of the Government of Alberta

2.0M/89©

ISBN 1-55006-135-6

ISBN 1-55006-139-9





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## Acknowledgements



Many individuals have contributed significantly to the development of this material.

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**Special thanks to the following people who volunteered their time to review or pilot this resource:**

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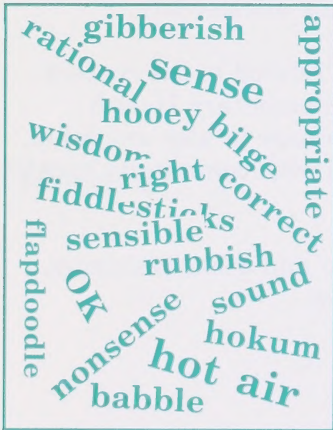
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## Teaching with *Sense and nonsense*



An incredible number of words have been used to describe information that ranges from half-truths to pure nonsense. One of the critical life skills that students must develop is an ability to sort out what they can believe and what they should simply toss into a large garbage can in the back of their minds.

The ability to distinguish sense from nonsense is particularly important when it comes to assessing information that affects our health. In the area of drug information, children and young adults are constantly bombarded by opinions and sales pitches on drugs. The most prolific advertisers are those who promote beverage alcohol, non-prescription medications, and personal hygiene products that contain biologically active ingredients. Although cigarette advertising has been banned on Canadian TV and radio, it can still be seen in a number of Canadian and American newspapers and magazines. In addition, some of the strongest opinions and sales pitches for alcohol, cigarettes, caffeine, pharmaceuticals, and illegal drugs come from the child's friends and family. These opinions are often expressed at a time when children are beginning to form their own personal views on these topics; a time when they are particularly susceptible to influence.

This resource package will help 9- to 12- year olds to distinguish sense from nonsense, when it comes to drugs. Children in this age group are curious observers of drug use. They either observe it directly or see and hear about it through the media. Over the next few years, they will be forming their own opinions and making their own decisions about drinking, smoking, or other drug use. If children can acquire an ability to think critically about drugs at this point in their lives, it will serve them well for years to come.



The materials in this teacher resource have been developed by AADAC, the Alberta Alcohol and Drug Abuse Commission. The information and concepts contained in this package lay the groundwork for AADAC's ongoing programs for adolescents.

*Sense and nonsense* is directly related to the content areas in Alberta Education's Elementary Health Curriculum. This resource package is also available, in a condensed format, for use with community youth groups.

For more information on these and other resources, contact any local AADAC office.

## Table of contents

**To the teacher** 1  
**Before you start** 3  
**Tips for teachers** 4

## Grade 4

---

### **Section 1**

Drugs – What are they? What do they do?

**Overview** 8

**Activity 1.1** What is a drug? 9

**Activity 1.2** Effects of drugs 12

**Transparencies** and **Worksheet** 15

**Additional content for teachers** 20

---

### **Section 2**

Prescription and non-prescription drugs

**Overview** 24

**Activity 2.1** Non-prescription or over-the-counter drugs 25

**Activity 2.2** Prescription drugs 29

**Activity 2.3** Drug cautions, hazards and side effects 31

**Activity 2.4** All drugs can be dangerous: Drug safety rules 33

**Activity 2.5** Drugs in the home 35

**Transparencies** and **Worksheets** 37

**Additional content for teachers** 42

---

**Section 3**

Drugs can be helpful and harmful: Caffeine is one example

**Overview** 45

**Activity 3.1** Caffeine helps and hinders 46

**Worksheet** 50

**Additional content for teachers** 51

---

**Section 4**

Any drug can be risky

**Overview** 56

**Activity 4.1** It's a risky business 57

**Worksheet** 60



## Grade 5

---

### Section 1

Why people use drugs

**Overview** 64

**Activity 1.1** Why do people use drugs? 65

**Activity 1.2** Why do people smoke? 68

**Transparencies and Worksheet** 70

**Additional content for teachers** 74

---

### Section 2

The effects of smoking

**Overview** 80

**Activity 2.1** Smoking: Risks and consequences 81

**Activity 2.2** At what cost? 84

**Activity 2.3** The positive effects of being smoke free 85

**Worksheets** 86

**Additional content for teachers** 89

---

### Section 3

Dependence and smoking

**Overview** 91

**Activity 3.1** "I can quit anytime" 92

**Activity 3.2** On-the-street interviews 94

**Transparencies and Worksheets** 96

---

### Section 4

Advertising

**Overview** 102

**Activity 4.1** Why advertise? 103

**Activity 4.2** Insights into drug advertising 105

**Worksheet** 107

**Additional content for teachers** 110

# Grade 6

---

## **Section 1**

Alcohol in our society: A perspective

**Overview** 114

**Activity 1.1** Alcohol: How do you see it? 117

**Activity 1.2** Why do people use alcohol? 119

**Activity 1.3** Looking at alcohol advertisements 123

**Worksheets** 126

**Additional content for teachers** 132

---

## **Section 2**

Alcohol effects

**Overview** 139

**Activity 2.1** Alcohol information 140

**Worksheet** 141

**Additional content for teachers** 145

---

## **Section 3**

Use versus abuse

**Overview** 148

**Activity 3.1** When does alcohol use become alcohol abuse? 149

**Activity 3.2** Use versus abuse 152

**Transparency and Worksheets** 155

---

**Section 4****Alcohol dependence****Overview** 161**Activity 4.1** Defining alcohol dependence 162**Activity 4.2** What happens? Can it happen to me? 164**Activity 4.3** Review – Alcohol 166**Activity 4.4** Film option – Children of alcoholics 167**Transparencies and Worksheets** 168

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**Additional references and resources** 174





## To the teacher



### **How does *Sense and nonsense* fit into the Alberta Education Elementary Health Curriculum?**

This resource meets the instructional objectives outlined in the curriculum's Theme IV: Body Knowledge and Care, and the Subtheme D: Disease and Drugs.

### **How do I use this resource?**

This teaching resource is organized to be used in grades 4, 5, and 6. Within each grade level, you will find four sections. These sections are further divided into activities. The activities vary in length from ten minutes to one hour. Thus, you have a "menu" of activities to pick and choose from. Such a format should help you incorporate the activities that fit your lesson plans and class time.

For each grade level, you should schedule the sections you select fairly close together. The successive sections will build on the information presented in the previous sections.

### **How are the sections planned?**

The information for each section is presented as follows:

- The section is introduced with a summary of the activities, the materials required, and the approximate time needed to complete each activity.
- An overview of the section precedes the activities and *Additional content for teachers* follows. The information presented here provides a useful perspective on the subject as well as some practical tips for presenting the content.

- Each activity begins with a set of objectives. A detailed procedure for presenting the content and organizing instruction follows. Although it is recommended that this outline be followed, teachers should feel free to adapt the activities in ways that would best suit their needs or those of their students.
- Teaching aids, such as handouts and transparencies, are located at the end of each section.

Each grade level includes special activities that are designed for students to do at home with the help of their parents or guardians. The purpose of these parent-assisted activities is to involve the parents or guardians in the children's learning experiences and to reinforce the attitudes that their children are forming toward drug use. The activities will also indirectly inform parents or guardians of the information their children are learning with respect to drug issues. Each parent assisted activity includes a suggested note to the parent/guardian that describes the details, content, and purpose of the activity.



## Before you start



The subject matter in these sections may be sensitive for some of your students and their parents or guardians. It is important for you to remain open-minded and non-judgmental. Remember that different attitudes and values may relate to religious or ethnic backgrounds or particular family experiences.

In your classroom, there may be some students who have a greater risk of developing drug problems. These students may be experiencing problems related to alcohol or other drug use in their homes; other students may already be using drugs. While examining the issues and discussing drug risks during these classroom activities, students may feel encouraged to come forward and ask for help.

On the next page, *Tips for teachers* provides some information that may be helpful if such occasions should arise. If you would like further information on these topics, or any other aspect of this resource package, contact your local AADAC office, or AADAC in Edmonton at:

Provincial Programs  
2nd Floor, Pacific Plaza  
10909 - Jasper Avenue  
Edmonton, Alberta T5J 3M9

## Tips for teachers

### The problems



When you teach or work with pre-teens, you sometimes become aware of the problems that affect their lives. Two types of troublesome situations may become evident as you work through this material. In a context where drug use is being discussed, children may ask for help, or say things that reveal either trouble at home or personal drug use experiences. This tip sheet will allow you to be more comfortable, and more constructive, in your responses to these situations.

### **Children with drug dependent parents**

These children live with adults who abuse alcohol, medications, or illegal drugs. The high prevalence of this type of problem is likely to produce one or more such children in any class or similar-sized group. The most common problem is children of alcoholics. Living in a home with a drug dependent parent can lead to major traumas as well as a variety of emotional and behavioural problems.

### **Early drug users**

Curiosity occasionally prompts pre-teens to experiment with alcohol or cigarettes, or less frequently, with medications, solvents or illegal drugs. While even one incident may pose a risk, any ongoing pattern of drug use warrants real concern. Cigarettes are clearly addictive, and early use frequently leads to years of dependence. Repeated non-medical use of any other type of drug, including alcohol, by this age group suggests a need for intervention.

## How to help

The following suggestions may help you deal with your students' concerns about their drug use or their parents' drug use:

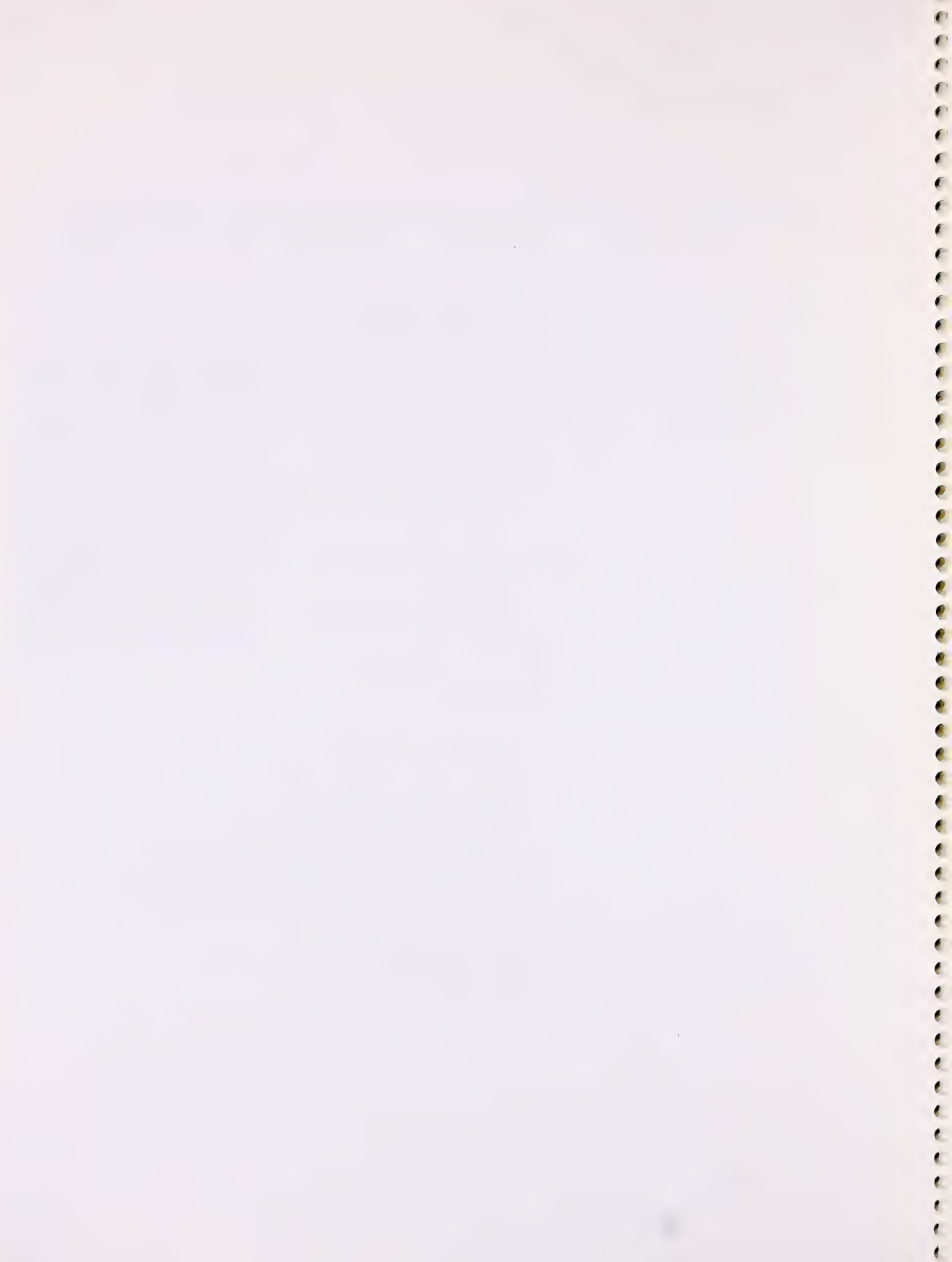
- If a student begins to relate a personal or family experience, which could later prove embarrassing, be prepared to bring the conversation back to a more general context. Follow up individually.
- Show the student that you are willing to listen.
- Try to be open and non-judgmental about what he or she is saying.
- Motivate the student to accept help. The child needs to hear statements such as:
  - "I will help you," or "I will help you get help."
  - "I believe you."
  - "You cannot solve your parent's problems, that is not your job."
  - "Thank you for telling me. I know it must be very hard for you."

Wherever possible, accompany the child to further assistance.

- Know your limitations. Get an assessment of the problem from a skilled professional. It is not your responsibility to assess and treat drug-related problems, but you can support these students by referring them to other professionals.
- Make yourself available to the students. Let the children know you are there to listen and help, even if they are getting help from someone else.

## Possible resources

School counsellors and psychologists  
AADAC offices



## Grade 4

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### **Section 1**

Drugs – What are they? What do they do?

**Activity 1.1** What is a drug

**Activity 1.2** Effects of drugs

---

### **Section 2**

Prescription and non-prescription drugs

**Activity 2.1** Non-prescription or over-the counter drugs

**Activity 2.2** Prescription drugs

**Activity 2.3** Drug cautions, hazards and side effects

**Activity 2.4** All drugs can be dangerous: Safety rules

**Activity 2.5** Drugs in the home

---

### **Section 3**

Drugs can be helpful and harmful: Caffeine is one example

**Activity 3.1** Caffeine helps and hinders

---

### **Section 4**

Any drug can be risky

**Activity 4.1** It's a risky business





## Section 1

### Drugs – What are they? What do they do?

---

#### Activity 1.1 What is a drug?

*Time*

30 minutes

*Summary*

Students learn the definition of a drug and are introduced to the concept that many commonly used substances can be considered drugs.

*Materials*

- Transparency 1
- Class set of Worksheet 1
- Overhead projector

---

#### Activity 1.2 Effects of drugs

*Time*

30 minutes

*Summary*

Students look at how drugs can affect the way their body works.

*Materials*

- Transparencies 2, 3, and 4
- Overhead projector

## Overview



A decision to use a drug should be made with the understanding that taking any drug entails a risk and that the effect a drug will have depends on how it is used. Providing children with a basic understanding of drugs and giving them time to think about future situations, will help them to make responsible decisions that will avoid risks and unnecessary problems.

This section helps young students become aware of the wide range of drugs around them. They learn that the effects of a drug may vary, and that effects can be controlled by the way a drug is used. Such knowledge will help students to develop a respect for drugs and foster a responsible attitude toward the decision to use tobacco, alcohol, caffeine, medicines, or other drugs.

## Activity 1.1 What is a drug?

### Objectives

Students will be able to:

- describe what a drug is, in their own words
- list examples of drugs

### Procedure

Introduction

5 minutes

1. To begin the activity, provide the class with a personal anecdote about a time when you used medication, e.g., "I remember the last time I had a cold (headache, toothache, sunburn, etc). and I *decided* to use (name the medication)." Then ask the students to describe similar experiences that they have had.

2. Show **Transparency 1** or write the following definition on the blackboard:

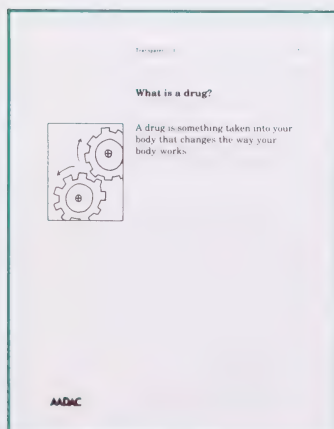
**Drug: A drug is something taken into your body that changes the way your body works.**

Class discussion

10 minutes

3. Ask the students to suggest a number of "drugs," or substances they think are drugs, and record their suggestions on the board. Place each suggestion under one of these three categories:

- **Medicines** (prescription and non-prescription)
  - antibiotics (to treat various infections such as ear infection); pain medications (e.g., for after surgery); medicines for high blood pressure, arthritis, etc.; minor pain medications (e.g., for after surgery); stomachache, toothache); allergy medicines; cold and cough medicines; sleeping pills
- **Caffeine, alcohol, nicotine**
  - coffee, tea, cola drinks, chocolate, beer, wine, liquor, cigarettes, chewing tobacco, pipe tobacco, snuff





- **Illegal drugs** (street drugs)
  - marijuana, cocaine, heroin, hallucinogens (e.g., LSD), crack

If necessary, prompt the students with: drug store, doctor, dentist, hospital. Try to get drugs for each category. Do not, however, add various forms of illegal drugs or inhalants to the students' list. (See *Note* below.)

Add any substances not suggested to fill up the chart and to demonstrate the variety of products that contain drugs.

### *Note to teachers*

Occasionally children in this age group will suggest solvent "sniffing." If your students mention substances such as gasoline, "Pam," glue, or other inhalants, acknowledge that these items are considered drugs when people inhale them to get an effect. You may choose to discuss this category of drugs, if you know that the children in your community are using them. ***Otherwise, it is not a good idea to stimulate an interest in these products.*** These products are available to all children and can be very dangerous. Such discussions may encourage children, who are not already aware of their use, to experiment. (See *Additional content for teachers*, pp. 20-21)

If a student shows an unusual level of familiarity with certain types of drugs it may be an indication of use or abuse by the student or their family or associates. Refer to the section, *Tips for teachers* (pp. 4-5), for information on dealing with this situation.

Student activity  
10 minutes

4. Distribute **Worksheet 1**.

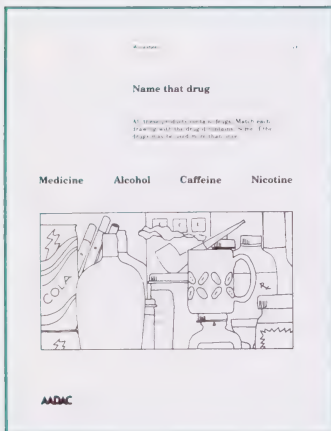
Have students match the drawings with the name of the drug present in each. Once students have completed the handout, provide the correct answers.

**Alternative to the worksheet exercise:**

Have the students draw pictures and labels or design a collage from pictures cut out of magazines. Allow more time if this alternative is selected.

Closure  
5 minutes

5. To conclude the activity, reinforce the idea that many substances have drugs in them. All drugs affect your body. It is important to consider alternatives before using a drug.



## Activity 1.2 Effects of drugs

### Objectives

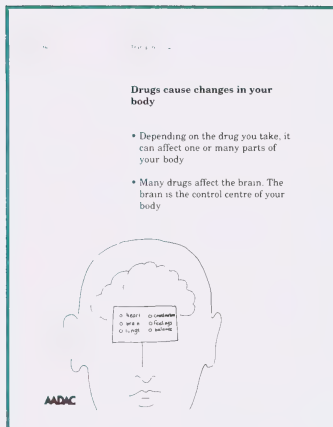
Students will be able to:

- describe the effects of drugs
- describe the conditions that would cause the effects of drugs to vary

### Procedure

#### Introduction

10 minutes



1. Review **Worksheet 1**, and ask: What do all these substances do to our bodies?

2. Show **Transparency 2** and review the definition of a drug.

- Tell students that drugs cause changes in the way the body operates. Depending on how the drug works, these changes may affect the skin, the stomach, or how the heart works. Many drugs will affect the *brain*. The brain controls many body organs, as well as the way we feel and the way we behave. Drugs, which are not considered medicines, such as caffeine, tobacco, and alcohol, will also change the way the body works.
- Use the following points to explain this concept:
  - Medicines cause changes in your body or body organs that help you fight disease or change the way you feel. They usually help you feel healthy again.
  - Medicines make the body work differently. Sometimes they make you sleepy, or make a pain go away. Medicines that help to reduce pain are called anaesthetics and are used during operations. They make the person unaware of the pain caused by the surgery.
  - Other drugs, such as caffeine, alcohol, tobacco are not medicines, but they also cause changes in the way your body works.
  - These changes occur only while the drug is working in your body. Once you stop taking the drug and after the effect wears off, your body returns to normal.

Student activity  
10 minutes

3. Select an area that is free from obstacles. The area should have an obvious 5 - 10 metre straight line, or make a straight line on the floor with masking tape.

4. Give students the following instructions:

- a. Walk along the straight line.
- b. Turn in circles until you feel dizzy.
- c. Try to walk along the line again.

Ask students to keep the following questions in mind as they do the activity:

- What happened the second time you tried to walk the line?
- How had the way your body normally worked changed?

### Caution

*This activity can get out of hand when a whole class is doing it at once. Some children may get sick from spinning. Others like being dizzy and will spin indefinitely.*

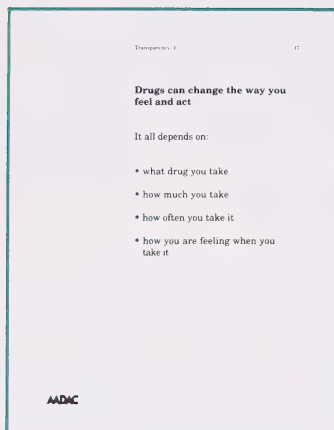
Children can be given the option of observing, rather than participating, or you may wish to use one or two children as examples while the rest of the class observes.

Summary  
10 minutes

5. To conclude the activity, ask the students:

- How many times did you spin around to get dizzy? Was it the same for everyone?
- Did some people walk better than others when they were dizzy?
- Do you think you might do better or worse on another day? Why?
- Were you scared you would fall?



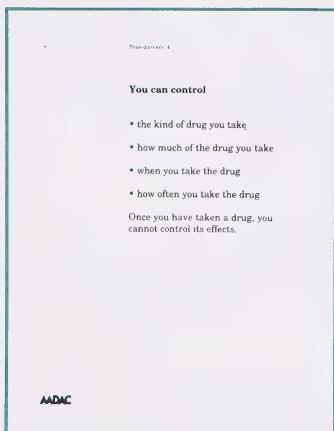


6. Show **Transparency 3**. State that drugs can change the way you feel and act. The changes that occur depend on:

- the type of drug you take;
- how much of it you take;
- how often you take it; and
- how you are feeling at the time you take it.

7. Show **Transparency 4**.

Ask the students to describe what happens to them after they spin themselves around or go on a spinning ride at the exhibition.



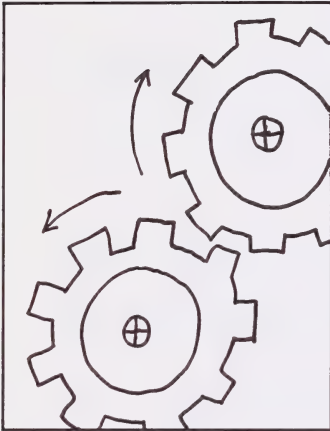
Explain that once you stop spinning, the dizziness quickly goes away. But when you take a drug that affects you, you do not have that kind of control. The effects of the drug do not stop until the drug wears off, over a period of time.

However, you can control:

- the kind of drug you take;
- how much of the drug you take;
- when you take the drug; and
- how often you take the drug.

Once a drug has been taken, you cannot control the drug's effects. It will continue to work in your body until the body breaks it down and removes it. For example, if you take a drug that makes you dizzy, you will continue to feel dizzy until the drug wears off. Taking this kind of drug may prevent you from going skating, for example, because you may get hurt, or you may hurt someone else.

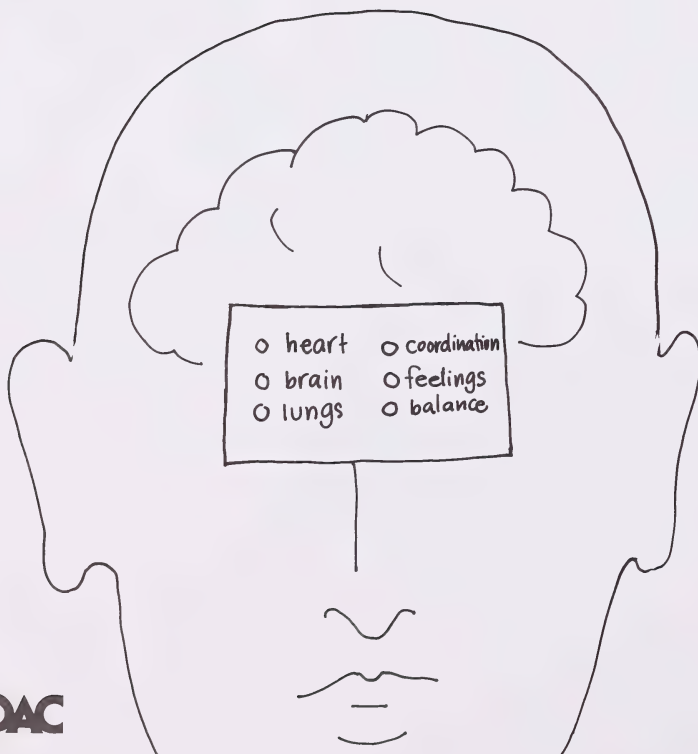
## What is a drug?



A drug is something taken into your body that changes the way your body works.

## Drugs cause changes in your body

- Depending on the drug you take, it can affect one or many parts of your body.
- Many drugs affect the brain. The brain is the control centre of your body.



## **Drugs can change the way you feel and act**

It all depends on:

- what drug you take
- how much you take
- how often you take it
- how you are feeling when you take it



## **You can control**

- the kind of drug you take
- how much of the drug you take
- when you take the drug
- how often you take the drug

Once you have taken a drug, you cannot control its effects.

## Name that drug

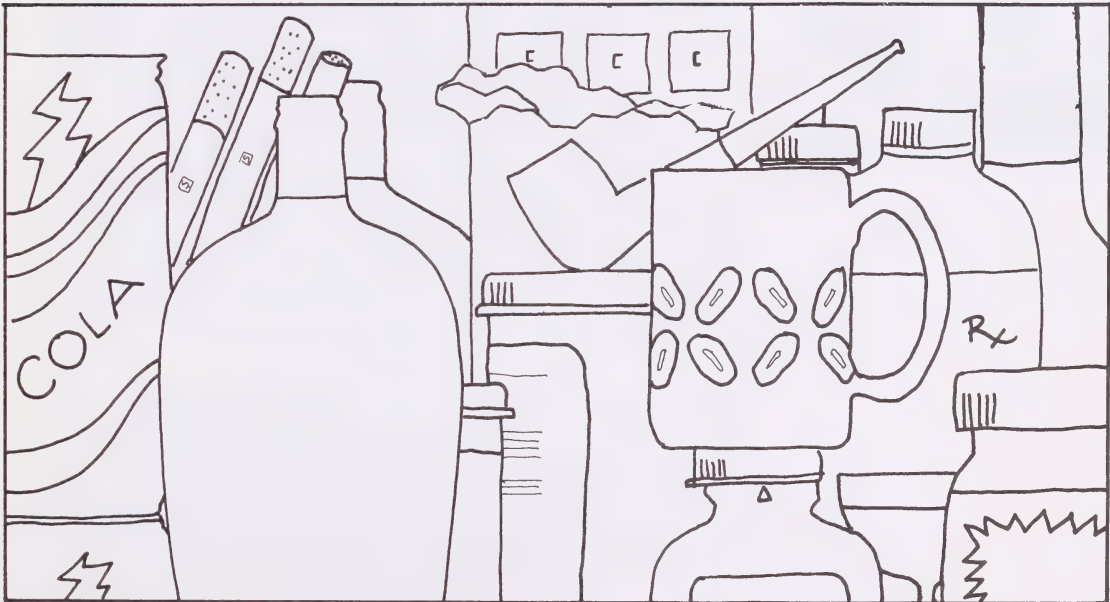
All these products contain drugs. Match each drawing with the drug it contains. Some of the drugs may be used more than once.

Medicine

Alcohol

Caffeine

Nicotine



## Additional content for teachers

### Inhalants

#### Note

The following information should **not** be given to students as it may increase the likelihood of experimentation.

Solvent inhalation is the deliberate breathing in of gases of various substances. The inhaled vapours contain chemicals that affect the brain. The practice is known by a variety of names such as solvent abuse, solvent inhalation, and sniffing.

The most common inhalants are readily available to anyone. Various forms include model airplane glues, nail polish removers, paints, varnish thinners, lighter fluids, cleaning fluids, gasoline, anti-freeze, and aerosol sprays.

In general, inhalants act as a central nervous system depressant, much like alcohol or anesthetics. The impairing effects of inhalants are usually more pronounced, and there is a greater loss of control. The effects of solvent inhalation are quicker than alcohol and last from 15 to 45 minutes.

Chronic inhalant users risk irritation or damage to the nerves and nervous system, kidneys, lungs, or other body tissues. Further hazards of sniffing, which result from impairment, include suffocation as well as accidents and burns. Injuries can result from the explosion of these highly volatile ingredients.

The chronic use of inhalants can aggravate an already existing emotional disorder. Regular sniffing may set a pattern for alcohol dependency or other forms of drug abuse.



The most typical inhalant users are children or adolescents. Health and Welfare Canada surveys report that use of glue or solvents ranged from 1.3% to 6.6% of the students surveyed. The low cost and easy availability of the substances combined with the low-profile nature of the activity contribute to initial use.

It is not a good idea to stimulate an interest in these products. They are easily available, and they are dangerous. When children are not already aware of their use, such discussions may encourage experimentation.

## Section 2

### Prescription and non-prescription drugs

---

#### Activity 2.1 Non-prescription or over-the-counter drugs

*Time* 30 minutes

*Summary* Students identify many non-prescription drug products and examine alternative treatments for several common ailments.

*Materials*

- Transparency 5
- Class set of Worksheet 2
- Overhead projector

---

#### Activity 2.2 Prescription drugs

*Time* 20 minutes

*Summary* Students examine the differences between prescription and non-prescription drugs.

*Materials*

- Transparency 6
- Class set of Worksheet 3
- Sample medicine containers or labels
- Overhead projector



---

**Activity 2.3** Drug cautions, hazards, and side effects

|                  |  |
|------------------|--|
| <i>Time</i>      | 30 minutes   |
| <i>Summary</i>   | Students examine the drug caution code and the potential side effects of both prescription and non-prescription drugs.   |
| <i>Materials</i> | <ul style="list-style-type: none"><li>• Transparency 7</li><li>• Four-inch squares of various coloured paper</li><li>• Six poster-sized (16" x 20") pieces of card stock</li><li>• Glue</li><li>• Thumbtacks</li></ul> |

---

**Activity 2.4** All drugs can be dangerous: Drug safety rules

|                  |  |
|------------------|--|
| <i>Time</i>      | 30 minutes   |
| <i>Summary</i>   | Students generate a list of rules for drug safety.   |
| <i>Materials</i> | <ul style="list-style-type: none"><li>• Art paper</li><li>• Paints or coloured markers</li></ul> |

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**Activity 2.5** Drugs in the home

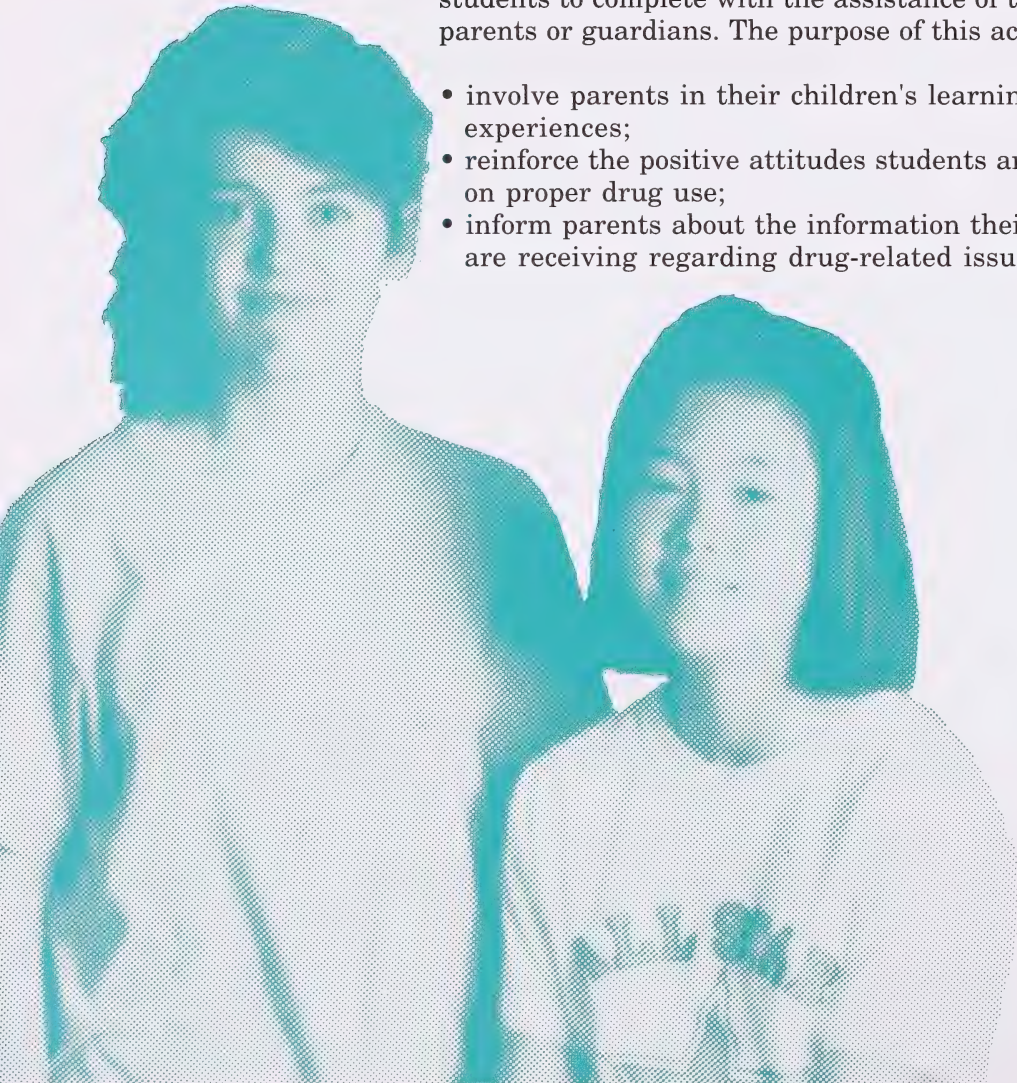
|                  |   |
|------------------|---|
| <i>Time</i>      | 10 minutes  |
| <i>Summary</i>   | With the help of their parents, students can apply what they have learned to the drug products used in their homes. |
| <i>Materials</i> | <ul style="list-style-type: none"><li>• Worksheet 2</li><li>• Note to parents or guardians</li></ul>                |

## Overview

This unit will increase the students' knowledge of drugs and reinforce the concepts they learned in Section 1.

This unit also includes an activity that is designed for students to complete with the assistance of their parents or guardians. The purpose of this activity is to:

- involve parents in their children's learning experiences;
- reinforce the positive attitudes students are forming on proper drug use;
- inform parents about the information their children are receiving regarding drug-related issues.



## Activity 2.1 Non-prescription or over-the-counter drugs

### Objectives

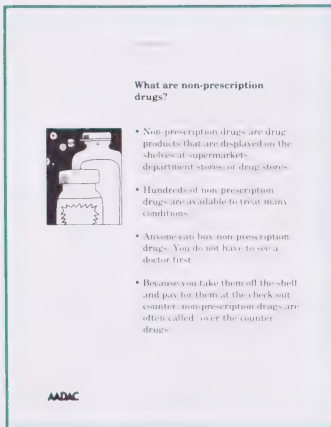
Students will be able to:

- differentiate between prescription and non-prescription or over-the-counter drugs
- examine alternatives to using non-prescription drugs

### Procedure

#### Introduction

5 minutes



1. Introduce the activity by explaining that the drugs contained in medicines are beneficial. They help people, who are ill, to feel better and to regain their good health. While these are good reasons to use medicines, medicines can also have risks.

Ask the students to describe situations where someone might use a medicine. Ask:

- Do people always get their medicines from a doctor?
- If not from a doctor, where do people get them?

2. Show **Transparency 5**, and define "over-the-counter" or "non-prescription" drugs.

## Group activity

20 minutes

Worksheet 2

**What is used?**

1. In Column A, name an over-the-counter or non-prescription drug that is available for each of the following conditions.

Decide whether or not using a drug is a sensible way to deal with the condition.

2. In Column B, name the things that could be done instead of taking a drug.

| Condition            | A<br>Non-prescription drug | B<br>Instead of taking a drug, you could... |
|----------------------|----------------------------|---|
| To fall asleep       |                            |   |
| To lose weight       |                            |   |
| To stay awake        |                            |   |
| For a headache       |                            |   |
| For a fever          |                            |   |
| For an upset stomach |                            |   |
| For travel sickness  |                            |   |
| For a cold           |                            |   |
| For a toothache      |                            |   |
| For mosquito bites   |                            |   |

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3. Divide the class into groups of 3 to 4 students.

4. On the board, write some examples of "over-the-counter drugs" such as cough medicines, preparations for stomach upsets, headaches or toothaches, allergy medications.

5. Distribute **Worksheet 2**.

6. Have each group brainstorm other over-the-counter drug products for the conditions listed on the handout. Get them to name as many as they can. Have them fill in Column A only. Allow 3 to 5 minutes.

Go over the list with the students. You may want to make a master list of all their suggestions.

## Note to teachers

The objective of this exercise is to have students think about situations when a drug might be used, and decide whether or not it is sensible to use the drug. In some situations, such as toothaches, fever, or travel sickness, it is sensible to use a drug. In other cases, such as to lose weight or to stay awake, using a drug is not usually a sensible solution.

This exercise is an opportunity to reinforce the concept of using the right drug for a particular condition, using drugs in moderation, and looking at alternatives to drug use.

## Suggested answers

*To fall asleep*

Non-prescription drugs: Nytol, Sleep-eze D, Sominex, Sedicin

Alternatives: drink hot milk, listen to soothing music, read a boring book



*To lose weight*

Non-prescription drugs: Dexatrim, Slim Mint  
Appetite Control Gum, products with Nutrasweet or  
aspartame

Alternatives: eat a balanced diet, exercise regularly

*To stay awake*

Non-prescription drugs: Wake-ups, other products  
containing concentrations of caffeine

Alternatives: get enough rest, do mild exercise,  
distract yourself with a change of activity, take a nap

*For a headache*

Non-prescription drugs: Anacin, Excedrin, Panadol,  
Tylenol, Aspirin, Tempra, Bufferin

Alternatives: try to relax, take a nap, massage your  
head and neck, get away from the cause of the  
headache, e.g., get out of the sun, get away from the  
noise

*For a fever*

Non-prescription drugs: Anacin, Excedrin, Panadol,  
Tylenol, Aspirin, Tempra, Bufferin

Alternatives: stay in bed and rest, keep warm, take  
cool baths

*For an upset stomach*

Non-prescription drugs: Pepto-Bismol, Maalox, Eno,  
Tumms, Diavol, Mylanta

Alternatives: lie down for a while, drink gingerale

*For travel sickness*

Non-prescription drugs: Gravol, Travel Tabs

Alternatives: sit in the front seat, focus your eyes into  
the distance, not inside the car

*For a cold*

Non-prescription drugs: Actifed, Dristan, Benylin,  
 Contac C, Dimetapp, Triaminic

Alternatives: rest until you are better, take steamy  
baths, use a vaporizer



*For a toothache*

Non-prescription drugs: Orajel, Ambesol

Alternatives: see a dentist, practise good dental hygiene

*For mosquito bites*

Non-prescription drugs: Solarcaine, Calamine lotion

Alternatives: try not to scratch

7. Ask the students if they can think of other ways to deal with these situations. Have the groups brainstorm and record their ideas under Column B on the handout. Allow 3 to 5 minutes.

8. Review the lists, and introduce the idea of using drugs only when necessary.

Specifically discuss the items on their worksheets that do not usually require drug use, e.g., to fall asleep, for headaches, to lose weight, and to stay awake.

9. Close by stating that many over-the-counter drugs are used for these situations. Some are not very effective, and some are not helpful at all. To take a drug when there is little or no benefit is an unnecessary risk.

Closure  
5 minutes

## Activity 2.2 Prescription drugs

### Objectives

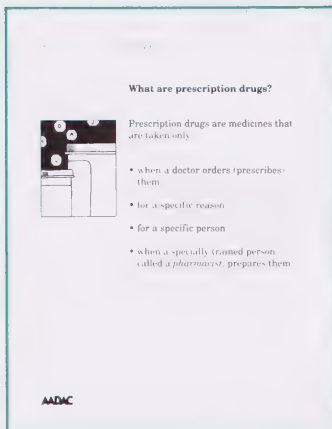
Students will be able to:

- define a prescription drug
- differentiate between prescription and non-prescription drugs

### Procedure

#### Introduction

5 minutes



1. Ask students if they would like to describe the last time they or someone they know went to the doctor because they had an ear infection, a bad cut, or a broken bone.

For each situation, have the students briefly answer these questions:

- What was the problem?
- Did the doctor order any medicine?
- What did the medicine do?
- Where did they get the medicine?

2. Show **Transparency 6** and review the contents for the students.

Prescription drugs are medicines that are taken only:

- when a doctor or dentist orders (prescribes) them;
- for a specific reason;
- for a specific person;
- when a specially trained person, called a pharmacist, prepares them.

3. To emphasize these points, show the students a label from an empty medicine container. Ask:

- who ordered (prescribed) the medicine?
- what are the directions for the drug's use?
- who was the medicine prescribed for?
- what pharmacy prepared the medicine?

Student activity  
10 minutes

Prescription drugs: Just what the doctor ordered

Go to the pharmacy. Make one up for a friend.

Pharmacy  
Address  
Telephone

Prescription number  
Date prescription filled  
Name of drug  
How much  
How to use

Patient's name  
Doctor's name

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4. Distribute **Worksheet 3**.

Have the students make up a mock prescription for a particular medicine. If students do not know the names of prescription drugs, you may have them make them up or provide a few examples for them to use. Get several students to read their prescriptions to the class.

### Sample drug label

427-7030 London Drugs  
6427703 CH Dr. Brown  
Simons, Carolyn 89/06/05  
Take 1 tablet 3 times a day with meals.

INDOCID 25 mg  
No refills

Closure  
5 minutes

5. Close the activity by reviewing the prescription drug definition.

Prescription drugs are medicines that are taken only:

- when a doctor or dentist orders (prescribes) them;
- for a specific reason;
- for a specific person;
- when a specially trained person, called a pharmacist, prepares them.

## Activity 2.3 Drug cautions, hazards, and side effects

### Objectives

Students will be able to:

- define a drug caution and a drug side effect
- list several drug cautions and possible side effects

### Procedure

Introduction

10 minutes

1. Ask the students what they think the word "caution" means.

The term caution implies a warning, an urge to be careful, and to not take chances. For example, "You must use caution when you cross the street."

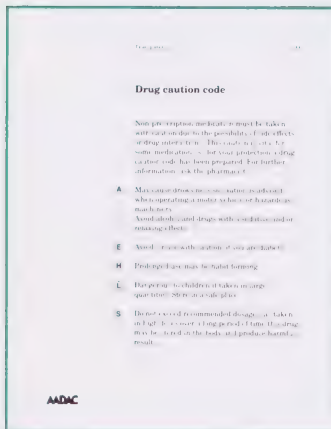
State that prescription drugs often have caution labels on their containers.

2. Show **Transparency 7** and explain some of the warnings.

Have the students generate a list of drug cautions, and write these on the board. The list should include cautions such as:

- take only with water
- take after eating
- not to be taken by children under 2
- for external use only
- may cause drowsiness
- keep out of reach of children

3. Ask the students what the term "side effect" means. Explain that a side effect is something that happens as a result of something else. In the case of medicines, side effects are undesirable reactions to a drug. For example, taking cough syrup sometimes makes you sleepy.



4. State that non-prescription drugs (over-the-counter drugs) have possible side effects written on the package.

Have the students generate a list of possible side effects of non-prescription drugs and write these on the board. The list should include side effects such as:

- vomiting
- allergic reaction
- drowsiness

Student activity  
*15 minutes*

5. Have the class form small groups of 5 to 6 students. Distribute coloured squares of paper, glue, and a poster board to each group. Have the students write a drug caution label or a drug side effect on each square. These squares are then glued onto the posterboard, collage-style. Mount the completed posters on the bulletin board or classroom wall.

Closure  
*5 minutes*

6. Conclude the activity by asking the students to think of reasons why it is important for them to know about these cautions or side effects. Write their responses on the board.



## Activity 2.4 All drugs can be dangerous: Drug safety rules

### Objective

Students will be able to:

- identify safe ways for handling and taking medicines

### Procedure

Introduction

*5 minutes*

1. Introduce the activity by asking students to list examples of safety rules. For example: bicycle safety, driver safety, equipment operating safety rules, and so forth. Ask "Why do we need safety rules?" State that because drugs can also be dangerous, they must be treated with respect and used safely.

Class discussion

*10 minutes*

2. Have the students generate a list of drug safety rules. Review their lists of rules and suggest any important points that the class may have missed. Use the following list as a guide. Write the list on the board.

### Drug safety rules

1. Use drugs only when necessary.
2. Only take drugs that your parents, your doctor, or your dentist gives you. Do not take drugs from strangers or friends.
3. Always read and carefully follow the directions on the label.
4. Always keep medicines in their original containers.
5. Throw away any unused medicines, or take them to your pharmacist for disposal.
6. Never share your medicines with anyone else.
7. Never take different drugs at the same time, except on the advice of your doctor or pharmacist.
8. Never give or take medicines in the dark.
9. Never take medicine from an unlabeled container. If you don't know what it is, throw it out.
10. Check the label every time you use a medicine.

Student activity  
*15 minutes*

3. Distribute art paper and paints or coloured markers. Have each student make a poster of these rules. Suggest they take it home and hang it up by their medicine cabinet.

## Activity 2.5 Drugs in the home

### Objectives

Students will be able to:

- share the information they have learned with others
- identify the drug products commonly used in their homes

### Procedure

Introduction  
10 minutes

1. Distribute **Worksheet 2** with attached explanatory note to parents.
2. Have the students show the worksheet to their parents or guardians.

For each condition, have the student:

- Ask your parent(s) or guardian(s) to help you think up alternatives to using a drug.
- Ask your parents to help you to look at the labels on the medicines or other drugs in your home.
- Discuss the instructions for use on each, and what could happen if the instructions are not followed. You may have to ask a pharmacist for this information.
- Ask your parents to help you find a good place to hang your drug safety rules.



Make sure the students have their completed copies of Worksheet 2 as well as their posters of the drug safety rules.

### Closure

variable time

3. After a reasonable time has been allowed for children to gather this information with their families, follow up on this activity. For example, have students volunteer to complete this sentence:

I learned from talking with my parent(s) that...

## Sample note to parents

Dear Parent:

Recently our class has been studying a unit on drugs and how drugs can affect the way the body operates.

Please review the attached handout with your child, and discuss some possible alternatives to using drugs. To reinforce the concept that drugs should be used cautiously, examine some of the caution labels on the drug products used in your home together. For safety sake, be sure to do this activity with your child to reinforce the idea that using medicine requires your supervision. Stress the importance of always reading the product label before using a drug product.

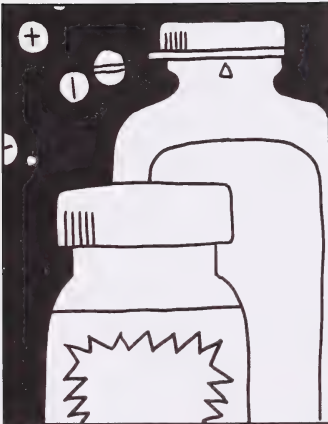
By performing these activities together, you will help your child to develop a responsible attitude toward drug use. Thank you for your cooperation.

Yours truly,

*Name*

*Phone number*

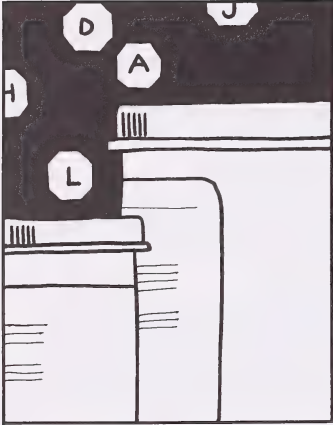
## What are non-prescription drugs?



- Non-prescription drugs are drug products that are displayed on the shelves at supermarkets, department stores, or drug stores.
- Hundreds of non-prescription drugs are available to treat many conditions.
- Anyone can buy non-prescription drugs. You do not have to see a doctor first.
- Because you take them off the shelf and pay for them at the check-out counter, non-prescription drugs are often called "over-the-counter" drugs.



## What are prescription drugs?



Prescription drugs are medicines that are taken only:

- when a doctor orders (prescribes) them
- for a specific reason
- for a specific person
- when a specially trained person, called a *pharmacist*, prepares them.

## Drug caution code

Non-prescription medication must be taken with caution due to the possibility of side effects or drug interactions. This caution is vital for some medications so for your protection a drug caution code has been prepared. For further information, ask the pharmacist.

- Ⓐ May cause drowsiness so caution is advised when operating a motor vehicle or hazardous machinery.  
Avoid alcohol and drugs with a sedative and/or relaxing effects.
- Ⓔ Avoid, or use with caution, if you are diabetic.
- Ⓕ Prolonged use may be habit forming.
- Ⓖ Dangerous to children if taken in large quantities. Store in a safe place.
- Ⓗ Do not exceed recommended dosages, as taken in high doses over a long period of time this drug may be stored in the body and produce harmful results.

## What is used?

1. In Column A, name an over-the-counter or non-prescription drug that is available for each of the following conditions.

Decide whether or not using a drug is a sensible way to deal with the condition.

2. In Column B, name the things that could be done instead of taking a drug.

| <b>Condition</b> | <b>A<br/>Non-prescription<br/>drug</b> | <b>B<br/>Instead of taking a<br/>drug, you could...</b> |
|------------------|--|---|
|------------------|--|---|

To fall asleep

To lose weight

To stay awake

For a headache

For a fever

For an upset stomach

For travel sickness

For a cold

For a toothache

For mosquito bites

## Prescription drugs: Just what the doctor ordered

You be the pharmacist. Make sure you fill in all the blanks.

**Pharmacy** \_\_\_\_\_

**Address** \_\_\_\_\_

**Telephone** \_\_\_\_\_

**Prescription number** \_\_\_\_\_

**Date prescription filled** \_\_\_\_\_

**Name of drug** \_\_\_\_\_

**How much** \_\_\_\_\_

**How to use** \_\_\_\_\_

**Patient's name** \_\_\_\_\_

**Doctor's name** \_\_\_\_\_



**DRUG CAUTION!**

## Additional content for teachers



You may want to incorporate one of several community programs to reinforce the concepts of this section.

Various Canadian organizations sponsor special community activities during "Drug Awareness Week" in November.

Also, each year (usually in the spring), the Alberta Pharmaceutical Association sponsors the "Great Alberta Drug Round-up." This public awareness program asks citizens to collect their old or unused drugs and take them to their local pharmacy for disposal.



## Drug caution code



### DRUG CAUTION CODE



Non-prescription medication must be taken with caution due to the possibility of side effects or drug interactions. This caution is vital for some medications, so for your protection a drug caution code has been prepared. For further information, ask the pharmacist.

- A** May cause drowsiness so caution is advised when operating a motor vehicle or hazardous machinery.  
Avoid alcohol and drugs with a sedative and/or relaxing effects.
- B** Take with caution if you have glaucoma, diabetes, high blood pressure, or hyperthyroidism.  
Interferes with the effectiveness of anti-depressant drugs.
- C** Should not be taken with tetracycline or related antibiotics.
- D** Contains acetylsalicylic acid (ASA) so take with caution if you have gout or use anticoagulant drugs (blood thinners).  
Large doses are dangerous to children.  
Avoid use if you have ulcers or a sensitive stomach.
- E** Avoid, or use with caution, if you are diabetic.
- H** Prolonged use may be habit forming.
- I** Avoid if on a sodium restricted (low salt) diet.
- J** Prolonged use may alter the effect of other drugs.
- L** Dangerous to children if taken in large quantities. Store in a safe place.
- M** Use with caution with digoxin.
- P** Use with caution if you have glaucoma.
- S** Do not exceed recommended dosages, as taken in high doses over a long period of time this drug may be stored in the body and produce harmful results.
- X** May present special problems, consult the pharmacist.

“Remember always read the manufacturer directions”

### **Section 3**

Drugs can be helpful and harmful: Caffeine is one example

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#### **Activity 3.1** Caffeine helps and hinders

*Time*

30 minutes

*Summary*

Even relatively "safe" drugs, like the caffeine in coffee, can produce harmful effects if used indiscriminately.

*Materials*

- Class set of Worksheet 4

This short activity and discussion can be easily integrated into a language arts class.

## Overview



In our society, some drugs are so commonplace that they are not considered drugs at all. Caffeine is one such drug. Caffeine is found in a variety of drug products such as headache and pain relievers, weight control pills, wake-up pills, and cold remedies, and in a variety of beverages including coffee, tea, and cola. Chocolate also contains caffeine.

In this section, coffee is used to illustrate the effects of the drug caffeine. Most children are familiar with coffee. Coffee is a seemingly harmless product, yet we can use coffee to illustrate that all drugs (even the apparently "safe" ones) have risks associated with their use and that the effects of all drugs depend on how people use them.

## Activity 3.1 Caffeine helps and hinders

### Objectives

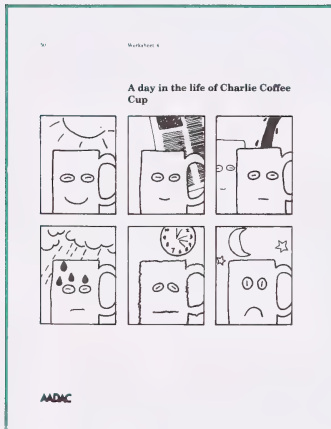
Students will be able to:

- identify when a drug can be harmful
- discuss why using any drug, even the "safe" ones, can involve risks

### Procedure

#### Introduction

5 minutes



#### Story

5 minutes

#### 1. Distribute copies of **Worksheet 4**.

Ask how many students have ever had a cup of coffee. Ask if they knew they were taking a drug when they drank coffee.

Explain that caffeine, the drug found in coffee, is a common drug. Caffeine speeds up the body, that is, it acts as a stimulant.

List other products that contain caffeine, e.g., cola soft drinks, chocolate, tea.

2. Tell the students that you will read them a story that will help them to understand how just drinking coffee can cause problems if it is used in certain ways. Ask the children to follow along as you read the story and see if they can spot where and when coffee is being used in a healthy fashion and when it is not.

#### 3. Read the following story to the students.

#### **Follow that cup**

It's a beautiful morning in \_\_\_\_\_ (name of town). The sun is coming up and there are signs of early morning life. Charlie the Coffee Cup is also waking up. He's sitting on the counter in his usual place, and the sun, peeking through the window, makes the kitchen nice and bright. It's hard for Charlie to open his eyes. He opens first one eye and

then the other. After a few tries, he is finally able to keep both eyes open. Charlie feels lazy in the morning and doesn't pay much attention as the humans shuffle into the kitchen.\*

Pretty soon the coffee is ready, and Charlie's working day begins. The first cup of coffee in the morning is always special. After the first cup, Charlie feels perky and more like working. Charlie knows that first cup makes his human feel good too. He remembers one horrible day last month when his human forgot to buy coffee. Everyone certainly got off to a bad start that morning!

This morning is one of those days where Charlie's human doesn't have to go to work, and Charlie knows he is going to be busier than usual. Sure enough, he is barely empty when the second cup is poured. The second cup doesn't go down as fast because his human is busy reading the newspaper. Charlie likes this time, and he enjoys reading the Peanuts comic strip.\*

Charlie hasn't been back on the counter for very long when the doorbell rings, and the humans from next door come into the kitchen. Charlie is busy again. He is filled up once and once again. Charlie is starting to feel a little edgy and is glad when the coffee pot is empty. The humans go out into the garden but soon they are back and another pot of coffee is made. Charlie's human fills him up once more. "Poor me," thinks Charlie. "My insides are getting sore." To make matters worse, Charlie's human is now behaving nervously. When the screen door slams, Charlie is nearly dropped on the floor. Coffee spills over the rim and Charlie's face is all wet. The human is fidgeting and shaking him. Thank goodness it's almost lunchtime.\*



During lunch, Charlie hears his human talking about having drunk too much coffee in the morning. Charlie hopes he doesn't have to work this afternoon – not that he is lazy or anything like that! However, Charlie's human decides to have a half a cup after his lunch. Charlie figures he can handle that. But the other human forgets and fills Charlie right to the brim. The rest of the afternoon is a hectic one for Charlie. He always seems to have coffee spilt all over him. He even has to sit on the table for two hours holding cold coffee that makes him shiver. Charlie's human doesn't even notice that he's drinking cold coffee.\*

Finally, it is suppertime, and Charlie knows his working day is coming to an end. He breathes a sigh of relief after his human drinks his after-dinner coffee. "My last time today," thinks Charlie.\*

Charlie is extremely happy to be back in his resting spot on the counter. He has had a real workout today. Charlie is having trouble settling down for the night. He is just about to doze off when his human lifts him off the counter. "Oh no," thinks Charlie, "not again." The human fills him up with coffee and takes him into the living room. There is a good movie on T.V. and after awhile Charlie doesn't mind being on the job again. It is late when Charlie is finally put down for the night. Even though Charlie is tired, he just can't fall asleep.\*

Charlie is sitting in the dark, with his eyes wide open, when his human walks into the kitchen. His human gets a drink of water, looks in the fridge, and mumbles something about not being able to sleep. "Isn't it strange," thinks Charlie, "that we are both so much alike."

Student activity  
20 minutes

4. Review the story a second time using the suggestions below. Stop at the appropriate places in the story – those marked with a \* – to talk about what has happened. At each stage, have the children write down, on their worksheet, how Charlie is feeling or what he's thinking.

- Ask the class, "What are some problems with the way Charlie's human is using coffee?"
- Bring out these points by asking:

**– How much is too much?**

As little as two cups of strong coffee a day can make some people feel grouchy and tired. Six cups a day is too much for most people. This much coffee can produce nervousness, sleeplessness, headache, stomach upset, dizziness, or other harmful effects that range from extreme tiredness to restlessness.

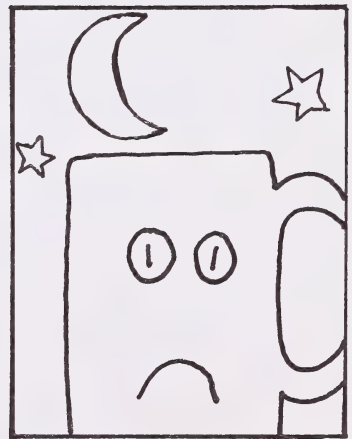
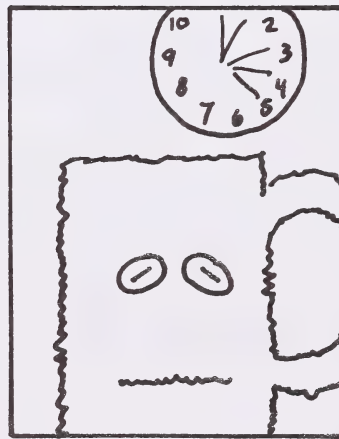
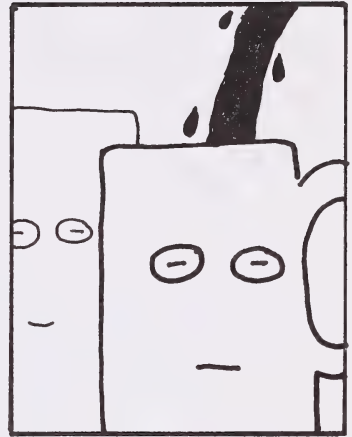
**– How often is too often?**

Drinking large amounts of coffee every day can make the body used to the caffeine. Then, when caffeine is not present, the body will feel uncomfortable or even ill.

**– When is it a good time to drink coffee? When is it not a good time?**

Because caffeine is a stimulant, it is not a good idea to drink coffee before bedtime because it interferes with falling asleep. In the story, Charlie's human will probably feel tired in the morning, and may need a cup or two of coffee to get going. This situation establishes a pattern of use that can be harmful and lead to problems.

# A day in the life of Charlie Coffee Cup



## Additional content for teachers



### *Caffeine – Facts and effects*

#### **What is caffeine?**

Caffeine is a bitter white substance found in coffee beans, tea leaves, cocoa beans and kola nuts. The most widely-used and accepted drug in Canada, caffeine is a stimulant that speeds up the central nervous system.

#### **What products contain caffeine?**

Coffee, tea, cocoa, chocolate and some cola drinks contain caffeine. It is also an ingredient in over-the-counter stay-awake pills and in certain headache and cold medicines.

#### **How much caffeine am I using?**

The amount of caffeine you get in a cup of coffee depends on the kind of beans and the amount of coffee used, the way the coffee has been prepared and the size of the serving.

Percolated coffee contains less caffeine than filtered coffee. Instant coffee contains even less. Espresso and Turkish coffee have twice as much caffeine as found in regular coffee.

Tea leaves have a slightly higher level of caffeine than do coffee beans, but generally you consume less caffeine by drinking tea, because less tea is used in the preparation.

The following are typical doses of caffeine in products you may use regularly.

- cup of brewed / percolated coffee: **40-180 mg**
- cup of instant coffee: **30-100 mg**
- cup of decaffeinated coffee: **about 1 mg**
- cup of tea: **10-90 mg**

- soft drink containing caffeine (280 ml): **20-45 mg**
- chocolate bar (50 g): **20-25 mg**
- cup of hot cocoa: **2-20 mg**
- headache and cold remedies: **30-100 mg**
- stay-awake pills: **100-250 mg**

### **Why is caffeine so popular?**

About nine out of ten Canadian adults consume caffeine, mainly in the form of coffee and tea. For many of us, these beverages not only help satisfy our need for liquids, they have also become associated with certain activities and times of the day. They may signal a time to relax or mark the end of a satisfying meal.

You may choose these caffeine products for their stimulating effects. A cup of coffee or tea in the morning can give you a boost and make you feel alert. Later in the day, the caffeine in coffee or tea can make you feel less tired and help you stay at a task longer.

As part of certain medications, caffeine can also relieve some headaches.

Many people think that the caffeine in coffee sobers you up when you've had too much to drink. It does not. Alcohol is broken down in your body at a fixed rate. Caffeine may make you feel more wide awake, but only time makes you sober again.

### **How do I know when I've had too much caffeine?**

Too much caffeine can give you a headache, upset your stomach, make you nervous and dizzy and leave you unable to sleep. Some people feel these effects from relatively small amounts of caffeine.



**Is caffeine dangerous? Should I worry about the amount I use?**

Moderate amounts of caffeine, up to about 300 mg a day or the equivalent of 3-4 average cups of coffee, will rarely harm an otherwise healthy adult. Caffeine is quickly absorbed and then passed through your body.

A low dose of caffeine slightly increases your heart rate and blood pressure. It also increases your rate of breathing and the production of urine and stomach acid.

A very high daily dose of caffeine (about 10 average cups of coffee or 1,000 mg or more) can produce rapid and irregular heart rate, extreme agitation and tremors.

If you regularly drink more than 6-8 cups of coffee, or your daily dose of caffeine from a combination of caffeine-containing products is higher than 600 mg, you may experience insomnia, anxiety, restlessness, depression, stomach irritation and rapid, irregular heartbeat.

Although caffeine has not been proven to cause birth defects, pregnant women are advised to consume as little of it as possible to reduce possible risks to their health and that of their babies.

Since small amounts of caffeine have a greater effect on children because of their body size, it is a good idea to be aware of how much caffeine your children consume in chocolate products and soft drinks. Keep all caffeine-containing medication out of their reach.

**What happens if I stop using products that contain caffeine?**

If you have been drinking more than 3 to 4 cups of coffee or strong tea a day, you may be physically and psychologically dependent on caffeine.

When you abruptly stop using all caffeine products, you may feel irritable and tired or experience a severe headache. These symptoms are relieved when you take caffeine again. They will also gradually disappear if you stop using caffeine for several days.

**What can I do to reduce the effects of caffeine?**

The first step is to be aware of how much caffeine you use. If the amount you consume now makes you nervous, restless or unable to sleep at night, try cutting back.

Take your coffee and tea with milk or cream to protect your stomach from the increased acid caused by caffeine. If you are bothered by caffeine, switch to decaffeinated coffee or caffeine-free tea, soft drinks or other beverages.

For more information on caffeine, contact AADAC. The number is listed in your local telephone directory, under Alberta Alcohol and Drug Abuse Commission.

Source: *Facts on Caffeine*, Alberta Alcohol and Drug Abuse Commission.

## Section 4

### Any drug can be risky

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#### Activity 4.1 It's a risky business

*Time*

40 minutes

*Summary*

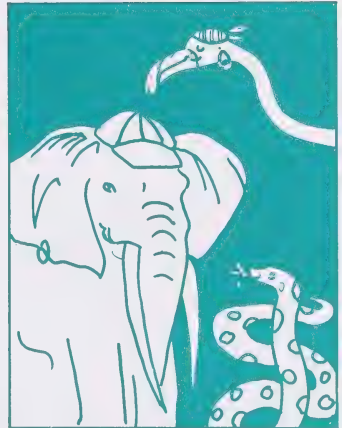
Students examine the factors that can cause the effects of a drug to vary from person to person.

*Materials*

- Class set of Worksheet 5
- Art paper
- Paints or coloured markers

## Overview

This section reviews the ideas presented in the previous sections. It emphasizes that the effects of a drug depend on how it is used. This understanding forms the basis for building a respect for the risks involved with drug use and for developing a responsible attitude toward drug taking decisions.



## Activity 4.1 It's a risky business

### Objectives

Students will be able to:

- identify factors that determine the effects a drug can have on the body
- recognize that the effects of a drug can vary depending on the person, the situation, and the drug combination

### Procedure

#### Introduction

5 minutes

1. Review the following points:

What happens to your body when you take a drug depends on:

- the person – your mood, your size and weight, and your body chemistry (allergies, drug sensitivities, and so forth);
- how much of the drug you take;
- how often you take the drug;
- the situation in which you take the drug.

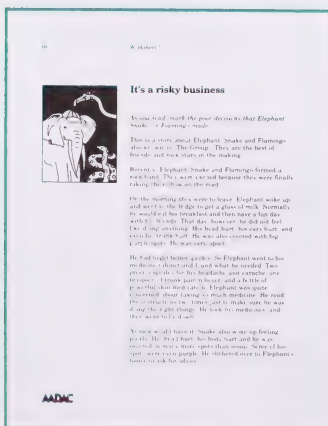
### Story and discussion

15 minutes

2. Distribute **Worksheet 5**.

State that the story is intended to illustrate the proper use of drugs as well as the above factors that can determine the effects a drug can have.

Read the story, "It's a risky business," to the class. As you read, have the students mark on their copy the points at which poor decisions are made.





3. Using the story, summarize the following points about drug effects.

- A drug is any substance that you put into your body that changes the way your body works.
  - Elephant took some medicines (drugs) to make himself feel better.
- You take a risk when you take more than one drug at a time. Some drugs should not be taken at the same time as others because they can change the intended effects or can cause unpredictable effects.
  - Elephant checked carefully to make sure he was taking the right medicines and using the right amount. But he did not check to see if it was all right to take both medicines together. He should have checked with a pharmacist.
- Drug effects can vary, depending on your size, the amount you take, and how often you take it.
  - Elephant is a much bigger and much different animal than Snake. Snake took too much medicine for his size. The more of a drug you take, the greater the chance that you will have problems.
  - Snake should not take any medicine without first checking the directions that state the correct amount for his size and condition. (He doesn't even have a trunk!)
  - Only the proper amount of a drug can help you. Too much of a drug may make you sick or even cause death.
- Drugs can cause problems if you take them in certain situations.
  - Flamingo took drugs that made her dizzy and sleepy. In this situation, taking drugs was dangerous because she was trying to drive a vehicle.
  - Taking medicines you do not need will not prevent you from getting sick.
  - It may be a long while before our rock stars finally get on the road.

Art activity  
*20 minutes*

4. Distribute art paper and paints or coloured markers. Have students illustrate the characters and the situations in the story. Put their work up on a bulletin board.



## It's a risky business

*As you read, mark the poor decisions that Elephant, Snake, or Flamingo made.*

This is a story about Elephant, Snake and Flamingo, also known as "The Group." They are the best of friends and rock stars in the making.

Recently, Elephant, Snake and Flamingo formed a rock band. They were excited because they were finally taking their show on the road.

On the morning they were to leave, Elephant woke up and went to the fridge to get a glass of milk. Normally he would eat his breakfast and then have a fun day with his friends. That day, however, he did not feel like doing anything. His head hurt, his ears hurt, and even his trunk hurt. He was also covered with big purple spots. He was very upset!

He had to get better quickly. So Elephant went to his medicine cabinet and found what he needed. Two green capsules for his headache and earache, one teaspoon of trunk pain reliever, and a bottle of powerful skin medication. Elephant was quite concerned about taking so much medicine. He read the instructions two times just to make sure he was doing the right things. He took his medicines, and then went to lie down.

As luck would have it, Snake also woke up feeling poorly. His head hurt, his body hurt and he was covered in many more spots than usual. Some of his spots were even purple. He slithered over to Elephant's house to ask for advice.

Elephant told Snake that he woke up feeling the same way, but since he took some medicines he was feeling a little better. He showed Snake the medicines. Snake thought what was good enough for his friend Elephant would also be fine for him. So before Elephant could say one other word, Snake opened his mouth and popped in everything Elephant had taken.

Just then, Flamingo arrived. She was horrified to see both of her friends covered in purple spots and feeling miserable. Elephant calmed her down by telling her that he was feeling much better since he had taken his medicine. Some of his spots were already fading. He invited his friends to come back later and went to take a nap. Snake said goodbye, and slowly slithered home. Instead of feeling better, he was beginning to feel worse.

While waiting for her friends to recover, Flamingo decided to go and get the van ready for their tour. While she was working, Flamingo began to worry that she might get sick too. Purple spots would look dreadful on her gorgeous pink feathers. Right then she decided that prevention was the best course of action.

She drove straight to the drug store and bought the same medicines that Elephant and Snake had taken. She rushed home and took a full dose. "There," she thought, "I won't get sick now." Then Flamingo began to feel a little dizzy. She figured it was because she hadn't eaten breakfast yet. She decided to go downtown to pick up a burger and buy some gas for the van.

At noon, Elephant woke up, and stretched. He ran to the mirror to look at himself. He was relieved to see that he was as handsome as ever and that the spots hardly showed at all. Elephant prepared a big lunch. His friends, Snake and Flamingo, would be here any minute. He was so excited. Two hours passed, and Snake and Flamingo did not arrive for lunch.

Elephant decided he should go see what was keeping them.

Snake was still lying in his bed. He felt worse than ever. Elephant hardly recognized him. Snake had lost all his spots, even the ones he was born with. Elephant took him to the hospital emergency ward, and rushed off to tell Flamingo the bad news.

When he got to Flamingo's house, he found her in a terrible state. She complained that she was feeling dizzy and very sleepy. But worst of all, on her way home from the burger hut, she almost fell asleep while she was driving. As a result, she scraped the side of their beautiful touring van against a tree.

Would The Group ever get to go on tour?

What went wrong?

## Grade 5

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### Section 1

Why people use drugs

**Activity 1.1** Why do people use drugs?

**Activity 1.2** Why do people smoke?

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### Section 2

The effects of smoking

**Activity 2.1** Smoking: Risks and consequences

**Activity 2.2** At what cost?

**Activity 2.3** The positive effects of being smoke free

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### Section 3

Dependence and smoking

**Activity 3.1** "I can quit anytime"

**Activity 3.2** On-the-street interviews

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### Section 4

Advertising

**Activity 4.1** Why advertise?

**Activity 4.2** Insights into drug advertising





## Section 1

### Why people use drugs

---

#### Activity 1.1 Why do people use drugs?

*Time*

35 minutes

*Summary*

Students examine various types of drugs and identify the reasons why people would use them.

*Materials*

- Transparencies 8, 9, and 10
  - Class set of Worksheet 6
- 

#### Activity 1.2 Why do people smoke?

*Time*

10 minutes

*Summary*

Students investigate reasons why people smoke and discover how attitudes toward smoking have changed.

*Materials*

- Class set of Worksheet 6
- Note to parents or guardians

## Overview



Although there are many reasons why people use drugs, these reasons can be grouped into two major categories. Generally people will use drugs:

- to change the way they feel;
- to create an image of themselves.

These two basic concepts on drug use will be expanded and explained in the sections that follow.

This section includes a suggestion for an activity for students to complete with the help of their parents or guardians. The purpose of this activity is to:

1. involve the parents or guardians in the student's learning experiences;
2. reinforce the student's positive attitudes toward proper drug use;
3. inform the parents or guardians of the concepts their children are learning with respect to drug use.

## Activity 1.1 Why do people use drugs?

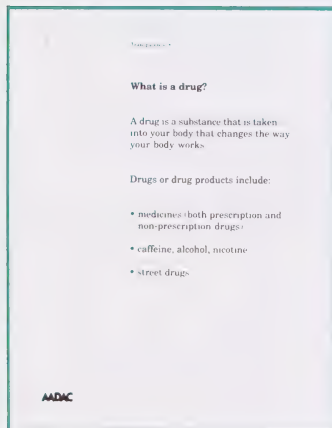
### Objective

Students will be able to:

- state several reasons why people use drugs

### Procedure

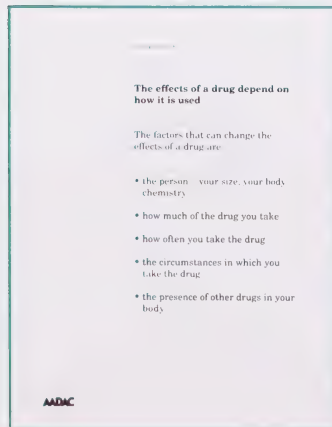
Review/Presentation  
10 minutes



1. Introduce the activity by reviewing the concepts presented in the Grade 4 materials. Show **Transparencies 8** and **9** (as indicated below), or write the information on the board.

- Ask the students if they can define what a drug is. State that a drug is a substance that is taken into your body that changes the way your body works (Transparency 8).
- Have students list the various types of drugs. Try to get them to include prescription drugs, non-prescription drugs, alcohol, tobacco, and caffeine in the list.
- Ask the students if they can think of any drug that can be taken without risk. State that all drugs have risks.

Explain that many drugs are of great benefit to people who are ill. The drugs contained in medications are important for maintaining or restoring health. In order to gain these benefits, however, drugs must be used properly and taken only when necessary.



When used incorrectly, all drugs can be harmful. Some drugs can cause your body to act in ways that would make it dangerous for you to do certain activities. For example, some medications cause drowsiness, and it is dangerous to drive after taking them. Drugs can be poisonous if you take too much of them. Some people are more sensitive to certain drugs; they can get sick if they use even small amounts of those drugs.

Ask the students to list any other risks they can think of.

- State that the effects of a drug often depend on how you use it (Transparency 9). The factors that can change the effects of a drug are:
  - your size and weight, your body chemistry;
  - how much of the drug you take;
  - how often you take the drug;
  - the circumstances in which you take the drug;
  - the presence of other drugs in your body (antibiotics, allergy medication, aspirin, and so on).

## Group activity 20 minutes



2. Arrange the students to work in groups of 3 or 4.

Distribute **Worksheet 6**.

Ask the students to think about situations when they might use a drug. For each situation, ask them to describe the effects the drug could have.

Do several examples on the board to get them started. For instance:

| Drug                 | Because...                         | This drug...   |
|----------------------|------------------------------------|--|
| You take cough syrup | your cough keeps you awake         | will stop your cough so you can sleep                |
| You drink coffee     | you feel sleepy in the morning     | will speed up your body and make you feel more awake |
| You smoke big cigars | you want to impress certain people | is a symbol of wealth                                |

3. Allow the groups approximately 10 minutes to complete the worksheet.

4. Review the activity by having each group present its thoughts on why these drugs could be used and what their outcomes would be. Get the students to share their feelings and opinions on reasons for using coffee, alcohol, and cigarettes.

5. Show **Transparency 10**.

State that people may use drugs for many reasons: to treat a medical disorder, as part of a religious ceremony (e.g., tobacco has religious significance in the Native culture), or simply out of curiosity.

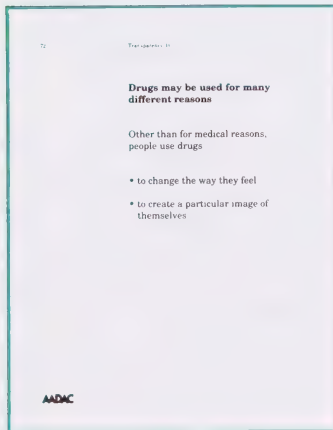
When people use drugs for other than medical purposes, they tend to use drugs either:

- to change the way they feel, or
- to create a personal image, that is, the drug becomes a sign or symbol. For example, teens often smoke because they think it makes them look cool or grownup.

6. To conclude the activity, have the students review their list and identify which drugs people might use to create a personal image.

## Closure

*5 minutes*





## Activity 1.2 Why do people smoke?

### Objective

Students will be able to:

- present reasons why people might smoke

### Procedure

Introduction  
*10 minutes*

1. Review **Worksheet 6** with the students. Ask them to take the worksheet home, along with the attached note to parents. Tell the students to talk with their parents about what they learned about why people use drugs. Have them show their parents the worksheet and explain what they did in class.

2. Using the concepts in this section regarding the reasons why people use drugs (that is, to change the way they feel, or as symbols or signs to create a personal image), tell students to ask their parents to:

- help you think of reasons why people might smoke;
- tell you about their feelings on smoking;
- tell you how they felt about smoking when they were young.

Have the students write a short article that describes their parents' thoughts about smoking when they were young, and how they feel about smoking now.

3. Collect and assemble the students' articles into a "magazine". Place the magazine on a shelf in the classroom for the students to read when they have time.

## Sample note for parents

Dear Parent:

Recently, our class has been studying a unit on "Why people use drugs." Helping children to understand the reasons why people use drugs is part of encouraging them to develop informed and responsible attitudes toward drug use.

Please review the attached handout together with your child, and discuss reasons people might use drugs. Pay special attention to the reasons why people smoke cigarettes or use other forms of tobacco. Your child has to write an article on how attitudes toward smoking have changed. Explain how you felt about smoking when you were a teenager, and how you feel about smoking today.

By doing this activity together, you will be helping your child to develop a responsible attitude toward drug use. You will also help your child with the critical decision of whether or not to smoke.

If you would like more information on this exercise, please contact me.

Yours truly,

*Name*

*Phone number*

## **What is a drug?**

A drug is a substance that is taken into your body that changes the way your body works.

Drugs or drug products include:

- medicines (both prescription and non-prescription drugs)
- caffeine, alcohol, nicotine
- street drugs

## **The effects of a drug depend on how it is used**

The factors that can change the effects of a drug are:

- the person – your size, your body chemistry
- how much of the drug you take
- how often you take the drug
- the circumstances in which you take the drug
- the presence of other drugs in your body

## **Drugs may be used for many different reasons**

Other than for medical reasons, people use drugs

- to change the way they feel
- to create a particular image of themselves

## Why drugs are used?

Drugs do things for us and to us. Often drugs are used to change the way we feel and as symbols or signs to create a particular image. For example, when you have a cough, you may use a cough syrup (a drug) to make yourself feel better. If people want to appear sophisticated, they might order an expensive bottle of champagne with their dinner.

### On the chart below:

1. Tell why you might use each of these drugs.
2. Tell what the drug will do for you.

#### You take (drug)

Headache medicine  
(Tylenol, Aspirin)

Antacid tablets  
(Rolaids, Tums)

Medicated skin ointment  
(e.g., Compound W)

Beer

Wine

Cigarettes

Cold medications  
(Dristan, Contac C)

Allergy medication

#### Because...

#### This drug will...



## Additional content for teachers



### *Facts on tobacco*

#### **What is tobacco smoke?**

Tobacco smoke from a cigarette, cigar or pipe contains more than 5,000 chemicals. Sixty of them are known to cause cancer.

Nicotine, an active ingredient in tobacco, is a highly addictive drug which acts as a stimulant, causing your heart rate and blood pressure to rise.

Carbon monoxide, also present in tobacco smoke, is the same poisonous gas found in automobile exhaust. It decreases the amount of oxygen your blood can carry.

The solid particles in tobacco smoke, consisting of hundreds of chemicals, are called tar. Tar prevents the normal exchange of oxygen and carbon dioxide in your lungs, contributing to shortness of breath and lack of endurance. As you smoke, tar coats your lungs and increases your risk of lung cancer.

Other poisons in tobacco smoke include cyanide, formaldehyde, arsenic and acetone.

#### **How can smoking hurt me?**

The long-term health risks from smoking are well documented. Every year about 35,000 Canadians die from the effects of smoking, about seven times the number killed in car accidents. Many more live on with diseased lungs and hearts.

Cigarette smoking has been proven to be a major factor in lung cancer, one of the leading causes of death in this country. About nine out of ten cases of lung cancer are caused by smoking.

Approximately one-third of all heart disease and strokes are also caused by smoking. Recent research shows there is no difference between light or regular cigarettes in increasing the risk of heart disease.

As well, smoking increases your risk of developing emphysema (an incurable lung disease); chronic bronchitis; stomach ulcers; cancer of the larynx, esophagus, bladder, kidneys and pancreas; blocked blood vessels in your heart (heart attack), brain (stroke) or limbs (phlebitis).

Women who smoke face additional risks of developing cancer of the cervix and, if they also use birth control pills, they are more likely to have a stroke or heart attack than women who do not smoke. Pregnant women who smoke increase their risk of having miscarriages, problem pregnancies, stillbirths, premature births and smaller babies.

Men who smoke have a decreased number of active sperm and an increased number of deformed sperm.

Whether tobacco is smoked in a cigarette, pipe or cigar, it contains the same harmful chemicals. If you do not inhale you may risk fewer lung problems, but you increase your risk of throat, mouth and lip cancers.

### **Is chewing tobacco safe?**

All tobacco products contain many cancer-causing agents. Snuff and chewing tobacco are not considered safe alternatives to smoking. Tobacco chewing increases your risk of developing mouth cancer.

**Do most people smoke?**

Actually, smokers are in the minority as two out of three adults in Canada are nonsmokers.

Anti-smoking organizations are being formed by concerned citizens and professional and medical groups. In 1986, airlines introduced smoke-free flights and, throughout the country, smoking is being restricted or banned in many workplaces, schools and hospitals.

**What harm does secondhand smoke do?**

Anybody is at risk from tobacco smoke in the air. Research has shown that airborne tobacco smoke can cause eye irritation, headaches, nasal problems, coughing, decreased concentration and nausea. Many people with respiratory allergies find that the smoke aggravates symptoms like wheezing, sore throat and hoarseness.

Over long periods of time secondhand smoke, which contains high concentrations of poisonous chemicals, can cause lung problems and increase the risks of lung cancer and heart disease in nonsmokers. Recent studies have found that nonsmoking spouses of smokers have two to three times the risk of lung cancer than the general population. Other studies show that parents who smoke increase the risks to their children's health.

**What happens when I quit smoking?**

For a few days after you quit, you may experience some nicotine withdrawal symptoms. You may feel nervous, drowsy or tired or have a craving for tobacco or food. These symptoms will gradually decrease as you go without smoking. Most people do not gain a great deal of weight.

When you stop smoking, the benefits begin almost immediately:

- **20 minutes:** blood pressure and pulse rate return to normal
- **8 hours:** carbon monoxide and oxygen levels in your blood return to normal
- **1 day:** risk of heart attack decreases
- **3 months:** lungs work more efficiently
- **18 months:** risk of heart attack drops almost to the level of someone who has never smoked
- **10 years:** risk of dying of lung cancer drops to "never-smoked" level

### **Do employers have the right to make a workplace smoke-free?**

Many employees and employers are concerned about exposure to tobacco smoke. Employers are now creating nonsmoking areas or declaring their workplace smoke-free.

### **I've really tried to quit smoking before. Will I ever succeed?**

Quitting is possible – one in four adult Canadians is a former smoker.

### **How can I quit smoking?**

Quitting smoking is a lengthy process. Try to understand why you have continued to smoke. Is it your way of managing anger, anxiety or stress? Do you enjoy smoking? What activities tend to increase your smoking or allow it to continue—spending time with other smokers, drinking alcohol or coffee, driving?

Consider some of these suggestions to help you stop smoking:

- Try to quit when you are not under high stress. Try to avoid high-risk situations for a while.
- Find ways to relax and reduce the stress in your life.

- Expect to be successful. Picture yourself as a nonsmoker and as someone who is in control of your health.
- Continually remind yourself of the health hazards of smoking, particularly the immediate risks.
- Obtain the support of family or friends and the advice of your doctor.
- You're in charge. Remind yourself of all the ways you take control of your life.
- Plan alternative ways of handling situations you associate with smoking.
- Plan specific rewards for quitting. Draw up a contract with yourself.
- Plan a healthy diet and increase exercise to avoid possible weight gain and to deal with tension in a positive way.

For more information on tobacco, contact AADAC. The number is listed in your local telephone directory, under Alberta Alcohol and Drug Abuse Commission.

Source: *Facts on Tobacco*, Alberta Alcohol and Drug Abuse Commission.



## Section 2

### The effects of smoking

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#### Activity 2.1 Smoking: Risks and consequences

|                  |   |
|------------------|---|
| <i>Time</i>      | 40 minutes  |
| <i>Summary</i>   | Students identify some of the risks and consequences involved in using the drug nicotine. |
| <i>Materials</i> | <ul style="list-style-type: none"><li>• Class set of Worksheet 7</li></ul>                |

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#### Activity 2.2 At what cost?

|                  |  |
|------------------|--|
| <i>Time</i>      | 25 minutes   |
| <i>Summary</i>   | Students calculate how much money it costs to smoke.                       |
| <i>Materials</i> | <ul style="list-style-type: none"><li>• Class set of Worksheet 8</li></ul> |

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#### Activity 2.3 The positive effects of being smoke free

|                |  |
|----------------|--|
| <i>Time</i>    | 55 minutes   |
| <i>Summary</i> | Students examine the positive effects of living in a smoke-free environment. |



## Overview



Despite all of the warnings about smoking, many young people still choose to start smoking. They begin for a variety of reasons. Frequently, these reasons are related to the young person's desire to feel or look "mature," or to fit into a certain social group. Their desire to achieve this image may be the result of the influence of friends, parents, other adult role models, or the media. The activities in this section explore some of the pressures and influences that promote smoking and its subsequent addiction.

By encouraging discussions on smoking, students will begin to think about the reasons why people smoke and develop an understanding of the motivations to smoke, in spite of the health risks. By providing students with such information, they may be better equipped to choose not to smoke. However, students must still decide for themselves.

## Activity 2.1 Smoking: Risks and consequences

### Objectives

Students will be able to:

- identify several of the negative health and social consequences of smoking
- state reasons why people smoke, despite its harmful or negative effects

### Procedure

Introductory activity

25 minutes

1. Distribute copies of **Worksheet 7**.

Explain that the purpose of this activity is to get students to think about some of the risks involved with smoking. Allow the students 20 minutes to do the word-find activity. Then ask the students to write their opinions on why people continue to smoke despite these risks. Allow an additional 5 minutes for students to write their opinions at the bottom of the handout.

### Discussion

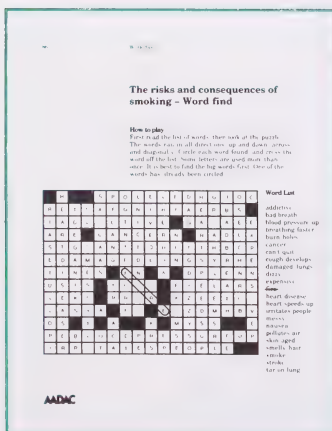
10 minutes

2. Initiate a class discussion by asking the following questions:

- From the word list on the worksheet, what items would most likely stop you from smoking?
- Do you think that most people enjoy their first smoking experience? Why? If they don't, what makes people try it again?

Explain that the first smoking experience is usually an unpleasant one. Nausea, dizziness, upset stomach, and diarrhea are some of the possible consequences. However, children may persist at smoking for several reasons:

– They need to project a grown up image. Some children feel this need more than others. They are attracted to any symbol (in this case, cigarettes) that indicates they are grown up.



- They receive social support. Often, there is someone who encourages children to try it again, and there are people around them who smoke.
- They want acceptance. They need to feel that they are a part of a group; in this case, the group that smokes.

Then ask the question:

- Do you know anyone who is trying to quit smoking? Why do you think it is difficult for them to quit?

Explain that the drug in tobacco products is called nicotine. Nicotine is an addictive drug, that is, the repeated use of the drug usually results in a drug dependence or addiction. People who start smoking often develop a dependence on nicotine, and they find they cannot easily quit.

Conclude the discussion by asking:

- Maybe, you have already decided that you will not smoke. Is simply making that decision enough? What other influences could make your decision hard to keep? Here are some possibilities:
  - your parents or older brothers or sisters smoke and you may want to share that activity with them;
  - you have friends who want to try smoking;
  - you know older kids who smoke; they say they can quit if it becomes a problem.
- What things can you do to make sure you don't end up smoking, even though you have decided not to?

Try these approaches:

- Think of situations where you may be offered a cigarette. Decide what you are going to say and do before it happens.
- Practise saying and doing what you have planned.

Do it by yourself or with friends.

- Spend more time with people who are not smokers.

Closure  
5 minutes

3. Conclude the activity by presenting the following statistics that have been published on people who smoke:

- about one fifteenth of 12 year olds;
- one fifth of all high school students;
- one third of all adults.

Source: *Smoking Behaviour Of Canadians, 1983*.  
Health and Welfare Canada, 1985.

As a final question ask:

Let's do some math. How many students are there in the class? Calculate one tenth (or 10%) of this number to see how many of you might be smokers. Do you think this figure is accurate?

## Activity 2.2 At what cost?

### Objective

Students will be able to:

- calculate the cost for a person to smoke

### Procedure

#### Introduction

5 minutes

1. Ask students to list two or three recreational items that they may have or would like to have. For example, a trail bike, a Nintendo game, skis, and so on. Write these items on the board.

Ask the students to estimate the price of each item. Write the figure next to it.

#### Class activity

15 minutes

2. Distribute copies of **Worksheet 8**. Have the class work in pairs to complete the activity.

#### Closure

5 minutes

3. Review the answers with the class. Point out that the recreational items listed on the board cost far less than G.R.'s smoking expenses.



## Activity 2.3 The positive effects of being smoke free

### Objective

Students will be able to:

- list the benefits and positive effects of being non-smokers

### Procedure

#### Introduction

*5 minutes*

1. Introduce the activity by having students list some negative effects of smoking.

#### Group activity

*20 minutes*

2. Have the students form small groups of four or five. Ask them to brainstorm and produce a list of the positive aspects of being non-smokers and living in a smoke-free environment. Allow 5 to 10 minutes for the brainstorming session.

3. Ask each group to read their list. Use their lists to compile one master list. To compile the master list, have the students identify the key words, ideas, and phrases from the larger list.

#### Group activity

*30 minutes*

4. Assign several master list items to each group. Have the groups design word find puzzles, cross-word puzzles, or other word games based on their assigned items. (If there is not enough time to complete this activity in class, it could be assigned as homework.)

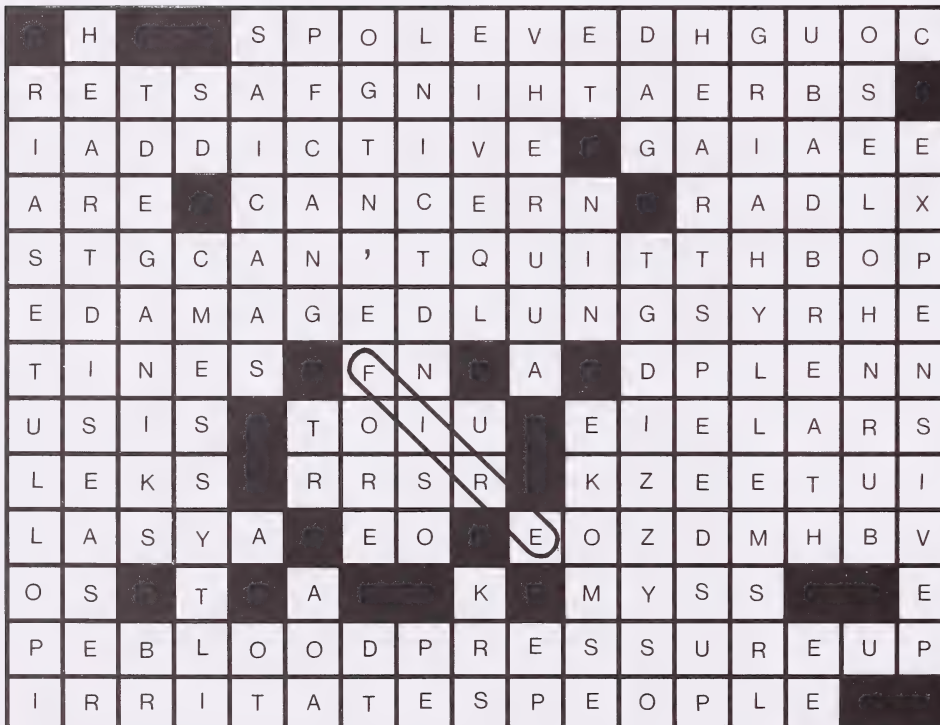
5. Once the word games are finished, have the groups exchange their puzzles and complete each other's games.



## The risks and consequences of smoking – Word find

### How to play

First read the list of words, then look at the puzzle. The words run in all directions: up and down, across, and diagonally. Circle each word found, and cross the word off the list. Some letters are used more than once. It is best to find the big words first. One of the words has already been circled.



### Word List

addictive  
 bad breath  
 blood pressure up  
 breathing faster  
 burn holes  
 cancer  
 can't quit  
 cough develops  
 damaged lungs  
 dizzy  
 expensive  
~~fire~~  
 heart disease  
 heart speeds up  
 irritates people  
 messy  
 nausea  
 pollutes air  
 skin aged  
 smelly hair  
 smoke  
 stroke  
 tar on lung

## At what cost?

How much does it cost to smoke for one year? Here's the situation...

G.R. smokes two packs of cigarettes a day. He has been smoking the same amount for the past year. There are 25 cigarettes in each pack.

### Questions:

- How many cigarettes does G.R. smoke in a day? In a week? In a year?
- *G.R. smokes  $(25 \times 2) = \underline{\hspace{2cm}}$  cigarettes a day.*  
*G.R. smokes  $(25 \times 2 \times 7) = \underline{\hspace{2cm}}$  cigarettes a week.*  
*G.R. smokes  $(25 \times 2 \times 365) = \underline{\hspace{2cm}}$  cigarettes a year.*

Recently, the price of one package of cigarettes went up (again)! G.R. complained that he now must pay \$4.00 for each pack of cigarettes. There are 25 cigarettes in a package.

### Questions:

- How much does it cost G.R. to smoke one cigarette?
- How much does it cost G.R. to smoke a day? A week? A year?
- *It costs G.R.  $(\$4.00 \div 25) = \underline{\hspace{2cm}}$  to smoke one cigarette*
- *It costs G.R.  $(\$4.00 \times 2) = \underline{\hspace{2cm}}$  a day to smoke*  
*It costs G.R.  $(\$4.00 \times 2 \times 7) = \underline{\hspace{2cm}}$  a week to smoke*  
*It costs G.R.  $(\$4.00 \times 2 \times 365) = \underline{\hspace{2cm}}$  a year to smoke*

### Questions:

- If G.R. decided to quit smoking, what could he buy with the money he would save in one year? What would you buy?

**Answers:**

- *G.R. smokes  $(25 \times 2) = 50$  cigarettes a day*  
*G.R. smokes  $(25 \times 2 \times 7) = 350$  cigarettes a week.*  
*G.R. smokes  $(25 \times 2 \times 365) = 18,250$  cigarettes a year.*
- *It costs G.R.  $(\$4.00 \div 25) = \$.16$  to smoke one cigarette*
- *It costs G.R.  $(\$4.00 \times 2) = \$8.00$  a day to smoke.*  
*It costs G.R.  $(\$4.00 \times 2 \times 7) = \$56.00$  a week to smoke.*  
*It costs G.R.  $(\$4.00 \times 2 \times 365) = \$2,920.00$  a year to smoke.*

## Additional content for teachers



Many students already know about the negative consequences of smoking. Although this section lists many of the negative effects, it does not provide an in-depth coverage of the health problems caused by smoking. If any of your students are interested in health risks associated with smoking, you might suggest that they research their questions.

Information on cancer, heart disease, and other smoking-related diseases can be found in books, brochures, and pamphlets, which are available from various health organizations. (See *Additional references and resources*, page 174)

Various organizations such as the Heart and Lung Association, and the Cancer Society, have community programs which support smoke-free environments and stop smoking programs. Each year the federal government supports a national quit smoking day on the third Wednesday of January called "Weedless Wednesday".

### Section 3

#### Dependence and smoking

---

##### Activity 3.1 "I can quit anytime"

|                  |  |
|------------------|--|
| <i>Time</i>      | 30 minutes   |
| <i>Summary</i>   | Students learn what constitutes an addiction to a drug, specifically an addiction to nicotine. |
| <i>Materials</i> | <ul style="list-style-type: none"><li>• Transparencies 11 and 12</li></ul>                     |

---

##### Activity 3.2 On-the-street interviews

|                  |  |
|------------------|--|
| <i>Time</i>      | 60 minutes   |
| <i>Summary</i>   | Students are given an opportunity to obtain first-hand information on the phenomenon of smoking addiction. |
| <i>Materials</i> | <ul style="list-style-type: none"><li>• Class set of Worksheet 9</li></ul>                                 |



## Overview

Within the next few years, many of the children, who are now elementary students, may consider smoking. Some may have already tried it. However, statistics indicate that by the age of 19 or 20, the desire to experiment with cigarettes seems to drop off almost completely. Nearly 80% of all smokers begin smoking before the age of 20. If a child can avoid smoking to age 20, the chances are that they won't ever smoke. However, if they start smoking now or soon, they are likely to remain smokers for life.

In the last 20 years, the average age at which people start smoking has fallen from 16 years old to 12 years old. One of the big problems with young smokers is that by the time they figure out that smoking is not for them, they have often already formed a tobacco dependency or addiction.

This section will help young people understand that the risk of becoming addicted to tobacco is a very real one, and one that begins with the first cigarette. For those who have already tried smoking, and feel that it cannot hurt them, this section may help them realize that once they have become addicted, quitting smoking is an extremely difficult thing to do.



## Activity 3.1 "I can quit anytime"

### Objective

Students will be able to:

- describe how the use of tobacco can lead to nicotine dependence

### Procedure

#### Introduction

15 minutes



1. Ask the students to think of a situation where they have "craved" something. For example: a popsicle on a hot day or a chocolate bar or sweets in the late afternoon. Ask how they felt when they were unable to have the popsicle or chocolate bar. State that this feeling is similar to the feelings that smokers have when they are trying to quit smoking.

2. Ask the class if they know anyone who is trying to quit smoking, or if they have heard stories about some of the things people have done to quit. For example: stop smoking programs, hypnosis, acupuncture.

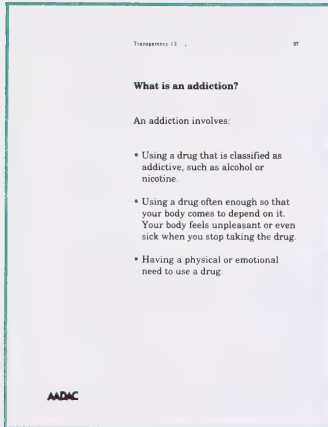
Ask them to think of reasons why it seems to be so hard to quit.

3. Show **Transparency 11**. Review the following information and ask students for their impressions and opinions.

- 52 percent have never smoked.
- 33 percent are smokers (smoke every week).
- Nearly 80 percent of smokers began before the age of 20.
- 15 percent of Canadians (aged 15 and over) are ex-smokers (those who have successfully quit).
- As many as 9 out of 10 smokers would like to quit smoking.

Source: *Break Free*, Health and Welfare Canada, 1985.

**Presentation**  
*10 minutes*



4. Present the following mini-lecture:

- Tobacco contains a drug called nicotine. In large doses nicotine is poisonous. In small doses, as in cigarettes, it causes certain changes in your body that produce an addiction to this drug.
- When smokers stop smoking, their bodies have to readjust to not having the drug. This period of readjustment is called withdrawal. During the withdrawal stage, smokers may feel nervous, have trouble sleeping, or suffer other physical reactions.

5. Show **Transparency 12** and review the elements of addiction. Then present the following information:

- Besides overcoming their addiction to nicotine, smokers must break the *habit* of smoking. They have to learn to do something else instead of smoking, in situations where they would normally light up a cigarette. For example, smokers who like to "light up" after dinner must find something else to do instead.
- Smokers, who are trying to quit, must also learn to cope with the activities that remind them of smoking as well as with people who still smoke.

**Closure**  
*5 minutes*

6. Close the activity by reviewing the main points made above.

## Activity 3.2 On-the-street interviews

### Objective

Students will be able to:

- identify several reasons why it is difficult for a person who smokes to quit smoking

### Procedure

#### Introduction

15 minutes

Worksheet 9

**Reporter's interview sheet -  
On smoking**

Here are some questions you may want to ask the people you interview. Write their responses in the spaces provided. If you think of another question on this topic you want to investigate, write it down on this sheet.

**Questions for smokers**

1. Do you like to smoke? Why or why not?
2. Do you want to quit smoking? Why or why not?
3. Have you ever tried to quit smoking? If yes, how did it feel when you were trying not to smoke? Why did you start smoking again?
4. Write your own question here.

AADC

1. Tell the students they are going to become investigative reporters. Their assignment will be to investigate the phenomenon of smoking addiction, particularly *quitting smoking*. While they have already gathered some information from these lessons, they will have an opportunity to get more information firsthand.

2. Divide the class into teams of three or four reporters. Tell the students that although each team will be required to submit one report, the members of the group must share the work, and all members must contribute.

3. Distribute **Worksheet 9** and present the following instructions.

- Each group should try to interview three different people. If possible, the people should include one smoker, one non-smoker, and one former smoker.

**Note:** Students should be directed to interview their parents, neighbours, older brothers and sisters, or family friends. They should not approach strangers.

- Using the questions on the worksheet, groups will investigate the following aspects of smoking addiction:
  - The reasons why people begin to smoke
  - When smokers started, and how long have they been smoking

- What caused people to become regular smokers
  - How much do they smoke or how much did they smoke
  - What effects of smoking did they experience
  - How do they feel about smoking; what do they like or dislike about smoking
  - Why smokers want to quit, have they tried, why it didn't work, and how they felt when they were trying
  - Why former smokers wanted to quit, how many tries, how they felt when they were quitting, how they felt when they succeeded, do they still feel like smoking sometimes
- Tell students to use the worksheet to record the people's responses to the questions they ask during the interviews. They will use their notes on this worksheet to produce their report.

Group activity  
45 minutes

4. Allow about one class period for the teams to review their data and prepare their reports. Have each team appoint a spokesperson to present their report to the class. Allow time for a short question and answer session to follow each report. Alternatively, once the reports are complete, you may want to have a "T.V. Broadcast" where the groups could deliver their reports.

*Note to teachers*

Although nearly everyone finds it difficult to stop smoking, some students may interview people who found it easy to quit. Many people who have quit have found it less stressful than those smokers who are still trying. The students should be made aware that these cases are the exceptions; only about 15% of smokers succeed in quitting smoking.

## Smoking facts

- 52% of Canadians have never smoked
- 33% of Canadians are smokers
- Nearly 80% of the Canadians who smoke, started smoking before the age of 20
- 15% of Canadians over the age of 15 are now ex-smokers
- 9 out of every 10 smokers want to quit smoking

## What is an addiction?

An addiction involves:

- Using a drug that is classified as addictive, such as alcohol or nicotine.
- Using a drug often enough so that your body comes to depend on it. Your body feels unpleasant or even sick when you stop taking the drug.
- Having a physical or emotional need to use a drug.



## Reporter's interview sheet – On smoking



Here are some questions you may want to ask the people you interview. Write their responses in the spaces provided. If you think of another question on this topic you want to investigate, write it down on this sheet.

### Questions for smokers:

1. Do you like to smoke? Why or why not?
2. Do you want to quit smoking? Why or why not?
3. Have you ever tried to quit smoking? If yes, how did it feel while you were trying not to smoke? Why did you start smoking again?
4. (Write your own question here.)





## Section 4

### Advertising

---

#### Activity 4.1 Why advertise?

*Time*

20 minutes

*Summary*

Students define the purpose of advertising and examine the methods advertisers use to promote their products.

*Materials*

- Examples of magazine ads for various products
- 

#### Activity 4.2 Insights into drug advertising

*Time*

30 minutes

*Summary*

Students examine the strategies used to advertise products that contain drugs.

*Materials*

- Examples of magazine ads for various products that contain drugs
- Class set of Worksheet 10
- Posterboard and glue

## Overview



This unit is designed for discussing the advertisement of any drug product, and may be used with both Grades 5 and 6 students.

For Grade 5 students, you may want to concentrate on tobacco advertising. Although tobacco advertisements have been banned in Canadian radio and television, young people can still see tobacco ads in many magazines and newspapers.

For Grade 6 students, you may want to examine a variety of drug advertisements, or concentrate on alcohol advertising. The lifestyle messages incorporated in many alcohol advertisements are not accurate portrayals of how alcohol is used. Alcohol is the most abused drug in our society.

Dispelling some of the myths about the use of drugs as they are portrayed by advertisers and through the media can help students make more rational drug-related decisions.

## Activity 4.1 Why advertise?

### Objectives

Students will be able to:

- recognize that advertising is a business that involves carefully planned strategies and that it can affect choices in decision making
- describe several strategies that advertisers use to encourage people to use their products

### Procedure

Introduction

*10 minutes*

1. Write the word "advertising" on the board.

Ask students to tell you what advertising means to them. You do not want examples of ads, instead you want to try to define the meaning of the word "advertising." Ask them why businesses would advertise?

Define advertising as follows:

**Advertising: The ways a product or service is made popular or successful (promoted) to the public. The purpose of advertising is to influence people to buy a particular product or use a particular service.**

2. Ask students to name some of the places or some of the ways advertisers use to get their messages across. Write their responses on the board.

The list could include:

television, newspapers, magazines, flyers, radio, billboards, store displays, hot air balloons, pins, contests, telephone soliciting, signs at sporting events, catalogues, bus stop benches, yellow pages, give-aways (balloons, stickers), mail, door-to-door, coupons, samples, promotion of concerts or sporting events, T-shirts, hats or other pieces of clothing.



State that advertising is all around us. Ask the students to describe which of these forms of advertising they encountered on their way to school today.

Class discussion  
*10 minutes*

3. Ask students to think of a product or service they were persuaded to buy or use because of an advertisement. Have them describe what the ad contained that affected their decision.

4. Show students several examples of ads for various products (e.g., soaps, shampoos, cars, foods). Ask them to decide who the ad is intended for, that is, young women, children, teenagers, men, older couples, and so forth. Have them identify the aspects of the ad that may be appealing to each group.

5. In preparation for the next activity, ask each student to bring two examples of magazine ads or newspaper ads for products that contain drugs. Examples of such products include alcohol, tobacco, headache remedies, cold medications, and so forth.

## Activity 4.2 Insights into drug advertising

### Objectives

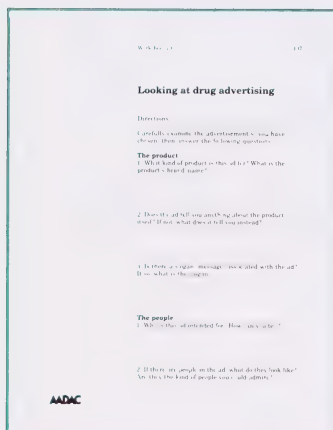
Students will be able to:

- apply their knowledge of advertising strategies to ads that promote the use of drug products

### Procedure

#### Introduction

5 minutes



#### Student activity

20 minutes

1. Divide the class into groups of 3 or 4 students. Tell the class they will be looking at some advertisements for products that contain various drugs, and then answer some questions related to these advertisements.

2. Distribute **Worksheet 10** and review the list of questions. Then use a sample ad to model the activity for the class.

A good example would be a popular ad for a toy or cereal. Talk about the ad, using the questions on the worksheet as a guide. The advertisement for cigarettes (provided in the *Additional content for teachers* part of this section) may also be used as an example.

3. Have the groups review the sample ads that they collected from the previous activity. (Have extra ads available for groups/students who forget to bring theirs.) Ask each group to select one or two ads that they would like to examine. Allow 10 minutes for each group to answer the questions on the worksheet. One member of the group should be prepared to report on their ad.

4. Have each group show the ad and describe what they found.

Closure  
*5 minutes*

5. Review the following points with the class:

- Advertisers use many different ways to get their message across.
- Companies spend millions of dollars on advertising medicines and products that contain alcohol, nicotine, or caffeine.
- Advertisers often use attractive settings or glamorous people to create images for their products.
- Some products are advertised only in certain forms because of government restrictions, such as the recent tobacco advertising legislation.

6. To conclude the activity, explain to students that by carefully examining the techniques that are designed to promote various drug products, they can become more aware of the influence that advertising might have on their decision to use certain products.

Have the groups glue their ads onto a piece of poster board. Mount the finished collage on a wall in the classroom.

## Looking at drug advertising

### Directions

Carefully examine the advertisement(s) you have chosen, then answer the following questions.

### The product

1. What kind of product is this ad for? What is the product's brand name?

2. Does the ad tell you anything about the product itself? If not, what does it tell you instead?

3. Is there a slogan (message) associated with the ad? If so, what is the slogan?

### The people

1. Who is this ad intended for? How can you tell?

2. If there are people in the ad, what do they look like? Are they the kind of people you could admire?

3. What are the people in the ad doing? Does what they are doing relate to the product?

4. Are there any famous people in this ad, or are any famous people associated with this product? If so, who are they?

### **The message**

1. What do you think this ad is promising the person who uses this product?

2. In the ad, what catches your attention? What do you like about the ad?

3. Does the ad contain any health warnings or cautions?

4. Does the message relate directly to the product that is being advertised?

5. Does this product have any risks that are not mentioned in the ad?

**If you could buy this product, would you? Why or why not?**



## Additional content for teachers



### *Advertising*

Advertising is more easily understood when the basic principles used by the people who plan and design advertising programs are known. Advertisers begin by identifying the characteristics of the people they target to buy their products. For example, a cigarette manufacturer may want to increase sales to young, urban women under the age of 25. Advertisers then try to find ways of appealing to this particular group. They may directly or indirectly offer a variety of benefits that they believe will appeal to this group.

Advertisers often learn about what appeals to a specific group through market research. Based on what the research indicates, advertisers may promote the benefits of their product by:

- praising the quality, taste, price, or accessibility of their product;
- associating their product with a particular image – mature, upper class, professional, and so forth.
- associating their product with a particular way of life – fun loving, adventurous, hard working, macho, glamorous, and so on;
- promising their product will improve personal relationships – others will admire you or others will like you more;
- promising their product will solve a problem – it will decrease a health concern or it will provide relaxation.

All of the components of an ad (music, slogans, actors, scenes, locations, words) combine to produce a specific image and to sell the benefits of a product. At the same time, any of the product's perceived negatives are carefully avoided or down played.

### Sample advertisement

**MOOSE**

Where a man belongs.

Experience the Moose taste.

20 CIGARETTES

MOOSE

Experience the Moose taste.



## Grade 6

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### **Section 1**

Alcohol in our society: A perspective

**Activity 1.1** Alcohol: How do you see it?

**Activity 1.2** Why do people use alcohol?

**Activity 1.3** Looking at alcohol advertisements

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### **Section 2**

Alcohol effects

**Activity 2.1** Alcohol information

---

### **Section 3**

Use versus abuse

**Activity 3.1** When does alcohol use become alcohol abuse?

**Activity 3.2** Use versus abuse

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### **Section 4**

Alcohol dependence

**Activity 4.1** Defining alcohol dependence

**Activity 4.2** What happens? Can it happen to me?

**Activity 4.3** Review – Alcohol

**Activity 4.4** Film option – Children of alcoholics



## Section 1

### Alcohol in our society: A perspective

---

#### Activity 1.1 Alcohol: How do you see it?

*Time*

30 minutes

*Summary*

Students review some of the prevailing social attitudes toward alcohol use.

*Materials*

- Class set of Worksheet 11
- 

#### Activity 1.2 Why do people use alcohol?

*Time*

60 minutes

*Summary*

Students look at reasons why people use alcohol, identify some of the risks involved with alcohol use, and determine how alcohol use may be related to personal goals.

*Materials*

- Class set of Worksheets 12 and 13
- 

#### Activity 1.3 Looking at alcohol advertisements

*Time*

10 minutes

*Summary*

Students examine the strategies that advertisers use to promote the purchase and consumption of alcoholic beverages.

*Materials*

- Class set of Worksheet 14



## Overview



From infancy onward, children struggle to show the world that they are grown up and can do things for themselves. Drinking, or other drug use, is one of the many ways young people may choose to make a statement about how they are moving toward adulthood. Students must recognize that their decisions on alcohol use are an integral part of the larger task of growing up and fitting in. Students should examine:

- their personal goals;
- how alcohol use relates to their goals;
- what alcohol can and cannot do to advance these goals.

Such understandings may provide insights into which experiences and actions can promote the achievement of their personal goals.

In our society, most children will have observed alcohol use around them from an early age. Even in families or sub-cultures where alcohol is strictly forbidden, children will see alcohol used through the media or will hear about it from their friends.

By the time they are 12, children are very curious about alcohol. They have received some information, and they have begun to form certain attitudes toward alcohol use. They may have even experimented with alcohol. This section examines some common attitudes toward alcohol. It also suggests reasons why people may use drugs generally, and alcohol specifically.

Children must be able to understand what they see and hear about alcohol. The information presented here will help to dispel some of the common misunderstandings about alcohol use and abuse.

### *A perspective that will last*

It is easy to give young children a negative view of alcohol. Because children have a tendency to view the world in "black and white," they will readily accept the notion that alcohol is bad. It is easy for children to associate alcohol with accidents, crime, or family breakdown. Therefore, teachers may be falsely comforted when their students' comments about alcohol are extremely negative.

However, by the time children reach grade 8 or 9, the picture changes dramatically. From this point on, students become more interested in alcohol. They are attracted to more "adult" types of behaviours. Peers, who they like and respect, may drink. They become more aware of how their parents and other adults, who are not bad people, drink. The simple "alcohol is bad" point of view they may have accepted when they were younger, is usually thrown out completely by age 12. This negative attitude no longer makes sense to them, in terms of their current feelings or experiences. Therefore, it is important to use teaching activities that will establish a more balanced view of alcohol.

Yes, underage drinking is still illegal, and students must understand the importance of obeying the law. However, these children live in a world where there are strong arguments for the acceptance and use of alcohol. Therefore, the main concepts they need to learn are a) accepting responsibility, b) distinguishing use from abuse, and c) making informed and careful decisions. They need to develop a perspective on alcohol that will help them through the times of their lives when they may need it most.

**Countering prejudice**

Children may be aware of certain racial stereotypes or unfounded prejudices that relate to alcohol use. Be alert to the possibility of these attitudes emerging during discussions, and be ready to counter misconceptions with rational thought and accurate information.

## Activity 1.1 Alcohol: How do you see it?

### Objectives

Students will be able to:

- list some common social attitudes toward alcohol
- define the difference between alcohol use and alcohol abuse

### Procedure Introduction 5 minutes

1. Introduce the topic of alcohol by asking students to list events or occasions when people might use alcohol. Note that alcohol is a commonly used drug in our society.

### Student activity 20 minutes

2. Distribute **Worksheet 11**. Do one or two statements as an example, then allow 10 minutes for students to complete the worksheet.

Ask students to share some of their thoughts about each statement.

3. Review some of the more prevalent attitudes toward alcohol use.

- Most adults in our society use moderate amounts of alcohol. Typically, they state that when alcohol is used in moderate amounts, the effects are pleasant and relaxing. A moderate amount is an amount that is not too much, or taken too frequently. They feel that alcohol taken at parties, social gatherings, or celebrations helps them to enjoy themselves.
- Some people will abuse alcohol. A small portion of drinkers frequently abuse alcohol. Because they drink too much, too often they can cause problems for their families and other people. Many of these people are called alcohol dependent or alcoholic.



- Some people in our society do not use alcohol. They have many and various reasons for not drinking. Some have just decided not to; others are discouraged from drinking by their culture or religion, and some people get sick when they drink.

Closure  
*5 minutes*

4. Close by stating that alcohol is a widely used drug in our society. There are socially acceptable ways to use alcohol, and then there are ways of using alcohol that can be harmful to the drinker or other people. Harm includes injury, damage, or hurt both physical or mental.

State that alcohol use becomes alcohol abuse when there is harm to either the drinker or someone else, or when there is a possibility of harm to either the drinker or to someone else.

*Note to teachers*

Many students have questions about alcohol. If they appear reluctant to discuss their concerns in class, you may wish to have them write their questions on a piece of paper and hand them in. Use the questions to guide the content of your lessons.

## Activity 1.2 Why do people use alcohol?

### Objectives

Students will be able to:

- list several reasons why people use alcohol
- examine how alcohol use can affect the achievement of personal goals

### Procedure

Introduction  
5 minutes

1. Review the concepts from the *Grade 5 unit*, Why do people use drugs? (Activity 1.1) by asking the students why people use drugs.

People use drugs:

- to change the way they feel;
- to help them create a personal image of themselves.

Ask the students how alcohol could also fit into this concept.

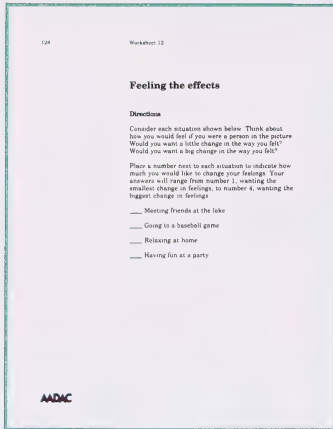
- Alcohol changes the way a person feels. Alcohol produces a variety of feelings, e.g., exhilaration, relaxation, sleepiness, drunkenness.
- Like cigarettes, drinking alcohol is another way of trying to show people that you are mature or grownup. Drinking certain types of alcohol, like champagne, is a way of advertising personal wealth or success. People can use alcohol to show that they have achieved a personal goal, or interact with people in a particular way.

Student activity  
25 minutes

2. Present the following information to the class:

- There are many reasons why people might want to use alcohol to change the way they feel. People may have different reasons for drinking on different occasions.





- Their reasons can be thought of as ranging from wanting a little change in the way they feel, to wanting a big change in the way they feel. That is, drinking reactions can range from mild intoxication to strong intoxication.

3. Distribute **Worksheet 12**. Use the worksheet to help you identify situations that represent wanting a little change in the way you feel (mild intoxication), and those that represent wanting a big change in the way you feel (strong intoxication).

Have the students arrange the four situations in order, from number 1, wanting the smallest change in feelings, to number 4, wanting the biggest change in feelings.

On the back of the worksheet, have the students write their reasons for the order they selected.

4. Have the students form groups of four. Ask them to exchange their "answers" and compare their decisions. There is no correct order. Different people will have different ideas about each of these situations.

5. As a class, try to identify which situation might represent the greatest risk to the drinker or other people. What kinds of risks do they see?

6. Write on the board and ask the following questions.

- What sorts of things make you feel good about yourself?
- What kinds of things make you feel good about life?

Give the students a few minutes to think and jot down their thoughts.

## Student activity

25 minutes

Work Area 11

### Reaching our goals

**Directions**

For each activity listed under the goal, decide whether or not the activity indicates real evidence of reaching that goal or only a shallow attempt.

If the activity is real evidence, check the box in column B. If it is only a shallow attempt, check the box in column A.

| Goal: To be friendly         | A                        | B                                |
|------------------------------|--------------------------|----------------------------------|
| Activity                     | Only a shallow attempt   | Real evidence of reaching a goal |
| • has a person thing         | <input type="checkbox"/> | <input type="checkbox"/>         |
| • be fun and interesting     | <input type="checkbox"/> | <input type="checkbox"/>         |
| • easy to get along with     | <input type="checkbox"/> | <input type="checkbox"/>         |
| • drink alcohol              | <input type="checkbox"/> | <input type="checkbox"/>         |
| • always agree with a person | <input type="checkbox"/> | <input type="checkbox"/>         |
| • look up for each other     | <input type="checkbox"/> | <input type="checkbox"/>         |

AADAC

7. To begin the next part of this activity, ask the students to share some of their thoughts. On the blackboard, categorize their responses according to the following goals:

Things that produce good feelings about yourself come from:

- acting grown up and doing things for yourself – Goal: To be more adult.
- having friends and being a friendly likable person – Goal: To be friendly.
- fitting in – Goal: To feel comfortable with other people.

Explain that these are personal goals that people work on all their lives. Often we do and say many things to show ourselves, and the people around us, that we are achieving these goals. Some of the things we do are *real evidence* that we are reaching our goals. Other things are only *shallow efforts*, that is they do not really indicate that we are achieving these goals.

8. Distribute **Worksheet 13** and review the instructions for completing the activity:

For each activity listed under the goal, decide whether or not the activity indicates real evidence of reaching that goal, or only a shallow attempt.

If the activity is real evidence, check the box in Column B. If it is only a shallow attempt, check the box in Column A.

9. Briefly discuss the choices the class made. Note that there are no absolute right or wrong selections. Point out, however, that:

- personal goals are achieved only through personal growth and the development of personal skills and abilities;
- the use of alcohol does not indicate the achievement of personal goals.

For example, if you always use alcohol at a party so that you can be more outgoing and talk to people, you may not learn to develop the skills that will allow you to mix socially. You are missing the chance to practise being yourself and to gain the confidence that comes with experience. In this case, the use of alcohol will actually slow down your ability to become socially competent.

### *Note to teachers*

There are no absolute right or wrong selections for this exercise. Students' selections will reflect their maturity and personal opinions. The objective is to get students to think about how their actions promote or hinder their personal growth.

Closure  
*5 minutes*

10. Close the activity by having the students look at the items that they matched with "real evidence." Ask them to think of other things that they might do to reach these goals.

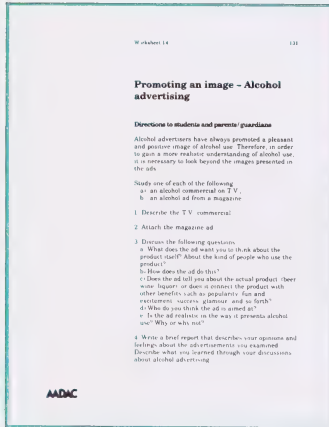
## Activity 1.3 Looking at alcohol advertisements

### Objective

Students will be able to:

- identify some of the strategies advertisers use to promote the use of alcohol

### Procedure Introduction 10 minutes



1. Distribute **Worksheet 14**. Read the introduction and directions at the top of the worksheet to the class. You may want to review the information on advertising, from Section 4 of the *Grade 5 unit*.

2. Ask the students to take the worksheet home, along with the attached note to parents. If possible, their parents or guardians should help them to complete this exercise.

When their reports are complete, you may use them as a basis for:

- a class discussion;
- a panel debate;
- a personal review.

### Note to teachers

Some students may have parents with drinking problems or they may live in a home where religion or culture may discourage alcohol use. In these cases, some students may be justifiably reluctant to discuss this topic with their parents. When presenting the assignment give these students an alternative by saying, "If anyone's parents are "too busy" to help out, do the best you can to complete the work on your own, or perhaps ask another adult friend to help you."

Students could also discuss this activity among themselves. It could be done as a class activity, in pairs, or small groups. The sheets could then be taken home and reviewed with parents or other adults.

The activities in Section 4 of the *Grade 5 unit* can also be used to examine the impact of advertising on alcohol or other drug use.

## Sample note to parents

Dear Parent:

Recently, our class has been studying a unit on the use of alcohol in our society, and more specifically on alcohol advertising. By helping children to explore the strategies that advertisers use to promote the consumption of alcoholic beverages, they will come to realize that many alcohol advertisements portray overly positive situations and foster misconceptions about the use of alcohol.

Please review the attached worksheet, and help your child to complete the questions. By doing this activity together, you will be helping your child develop a more responsible and informed attitude toward alcohol use.

If you would like more information on this exercise, please contact the undersigned.

Thank you for your cooperation.

Yours truly,

*Name*

*Phone number*



## Alcohol – How do you see it?

### Directions

Read each of the following statements carefully. What comes to your mind as you read the statement? Write your thoughts in the space provided.

1. Television beer commercials always show people laughing and having a good time when they drink. That makes me think...
2. I've heard famous people talk about being "alcoholics". They seem okay to me. That makes me wonder...
3. At important celebrations, such as weddings, alcohol is often served. That makes me think...
4. Many news stories report that people have been killed by drunk drivers. That makes me think...
5. The media report that murders and other violent crimes are sometimes associated with alcohol use. That makes me think...
6. Some of the people, who I admire, also drink. That makes me wonder...
7. Members of my family use alcohol when...

8. If my parents saw me drinking a bottle of beer, they would...

9. In the movies and in real life, adults seem to have a good time when they drink. That makes me think...

10. Some people choose not to drink alcohol. That makes me wonder...

11. I think young people drink because...

12. In Alberta, it is illegal for anyone under the age of 18 to drink alcohol. That makes me think...

## Feeling the effects

### Directions

Consider each situation shown below. Think about how you would feel.

Would you want a little change in the way you felt?

Would you want a big change in the way you felt?

Place a number next to each situation to indicate how much you would like to change your feelings. Your answers will range from number 1, wanting the smallest change in feelings, to number 4, wanting the biggest change in feelings.

\_\_\_ Meeting friends at the lake

\_\_\_ Going to a baseball game

\_\_\_ Relaxing at home

\_\_\_ Having fun at a party

## Reaching our goals

### Directions

For each activity listed under the goal, decide whether or not the activity indicates real evidence of reaching that goal, or only a shallow attempt.

If the activity is real evidence, check the box in column B. If it is only a shallow attempt, check the box in column A.

---

### Goal: To be friendly

---

| Activity                     | <b>A</b><br>Only a shallow attempt | <b>B</b><br>Real evidence of reaching a goal |
|------------------------------|------------------------------------|--|
| • buy a person things        | <input type="checkbox"/>           | <input type="checkbox"/>                     |
| • be fun and interesting     | <input type="checkbox"/>           | <input type="checkbox"/>                     |
| • easy to get along with     | <input type="checkbox"/>           | <input type="checkbox"/>                     |
| • drink alcohol              | <input type="checkbox"/>           | <input type="checkbox"/>                     |
| • always agree with a person | <input type="checkbox"/>           | <input type="checkbox"/>                     |
| • stick up for each other    | <input type="checkbox"/>           | <input type="checkbox"/>                     |

---

## Goal: To fit in

---

| Activity                                     | A<br>Only a shallow attempt | B<br>Real evidence of reaching a goal |
|--|-----------------------------|---------------------------------------|
| • wear the "in" clothes                      | <input type="checkbox"/>    | <input type="checkbox"/>              |
| • care about the group members               | <input type="checkbox"/>    | <input type="checkbox"/>              |
| • brag about things                          | <input type="checkbox"/>    | <input type="checkbox"/>              |
| • drink alcohol                              | <input type="checkbox"/>    | <input type="checkbox"/>              |
| • learn a sport with the others              | <input type="checkbox"/>    | <input type="checkbox"/>              |
| • be interested in the things the group does | <input type="checkbox"/>    | <input type="checkbox"/>              |

---

## Goal: To be adult

---

| Activity                         | A<br>Only a shallow attempt | B<br>Real evidence of reaching a goal |
|----------------------------------|-----------------------------|---------------------------------------|
| • smoke cigarettes               | <input type="checkbox"/>    | <input type="checkbox"/>              |
| • handle money wisely            | <input type="checkbox"/>    | <input type="checkbox"/>              |
| • swear                          | <input type="checkbox"/>    | <input type="checkbox"/>              |
| • drink alcohol                  | <input type="checkbox"/>    | <input type="checkbox"/>              |
| • wear makeup                    | <input type="checkbox"/>    | <input type="checkbox"/>              |
| • grow a mustache                | <input type="checkbox"/>    | <input type="checkbox"/>              |
| • be able to work with people    | <input type="checkbox"/>    | <input type="checkbox"/>              |
| • talk to adults with confidence | <input type="checkbox"/>    | <input type="checkbox"/>              |

## Promoting an image – Alcohol advertising

### Directions to students and parents/guardians

Alcohol advertisers have always promoted a pleasant and positive image of alcohol use. Therefore, in order to gain a more realistic understanding of alcohol use, it is necessary to look beyond the images presented in the ads.

Study one of each of the following:

- a) an alcohol commercial on T.V.;
- b) an alcohol ad from a magazine.

1. Describe the T.V. commercial:
2. Attach the magazine ad.
3. Discuss the following questions:
  - a) What does the ad want you to think about the product itself? About the kind of people who use the product?
  - b) How does the ad do this?
  - c) Does the ad tell you about the actual product (beer, wine, liquor), or does it connect the product with other benefits such as popularity, fun and excitement, success, glamour, and so forth?
  - d) Who do you think the ad is aimed at?
  - e) Is the ad realistic in the way it presents alcohol use? Why or why not?
4. Write a brief report that describes your opinions and feelings about the advertisements you examined. Describe what you learned through your discussions about alcohol advertising.



## Additional content for teachers



### *Facts on alcohol*

#### **What's the big deal? Everybody drinks.**

Actually, that's not true. Approximately one in four Canadians chooses not to drink alcohol. The majority who do use alcohol do so moderately. A small portion of the population drinks heavily on a regular basis.

It's important to remember that alcohol is a drug--one which depresses the central nervous system, slowing down messages to and from the brain. Alcohol not only affects your reactions or coordination, it also affects your mind, changing the way you feel, think or act.

#### **What's the difference between hard liquor, beer and wine?**

Beer, spirits (hard liquor) such as whiskey, rum, gin, vodka, liqueurs, and both sweet and dry wine all contain beverage (ethyl) alcohol in varying amounts.

Canadian beer contains about 5% alcohol; wine between 8% and 19%; and distilled spirits a much higher concentration, usually about 40% alcohol. Twelve ounces of beer contain the same amount of alcohol as 5 ounces of wine, 3 ounces of fortified wine (like sherry or port) or a 1.5-ounce shot of hard liquor. Each is considered one standard drink.

#### **I don't drink that much. How do I know if I have a problem?**

Anyone who drinks may develop problems with alcohol, but the development of such problems depends on many things: personality, upbringing, experience and genetic makeup.

An alcohol problem could be the result of drinking too much on a single occasion, or it could be related to a drinking pattern. One definition of an alcohol problem is "an ongoing, inappropriate use of alcohol which causes serious problems in your physical or mental health, work, family or social life."

You may have a problem with alcohol if your drinking hurts you financially, if it gets you into legal trouble (e.g., an impaired driving conviction), or if you suffer emotionally, that is, feel guilty, anxious, or depressed about your drinking.

If drinking is your major way of coping with stress or if you cannot control the amount you drink, you are at high risk of developing an alcohol problem.

**I'm pregnant. Can I still have a drink?**

It's not a good idea. The alcohol you drink can affect your baby, causing minor to severe birth defects.

Heavy drinking during pregnancy increases the risk of Fetal Alcohol Syndrome (FAS). Newborns with this condition may have head or facial deformities, suffer a degree of mental retardation or experience growth deficiencies.

Although the risk increases with the amount of alcohol consumed, there is no "safe" amount. The safest thing to do is avoid drinking during pregnancy altogether.

It is also a good idea when you are pregnant to check with your doctor before taking any drugs, even over-the-counter medications.

**Why does alcohol affect people in different ways?**

It's a fact that two people can drink the same amount and not be equally intoxicated. A number of factors can make a difference. To begin with, regular drinking increases your tolerance: you need more alcohol to get the same effect. The effects also vary with age, mood, weight, stomach contents, speed of drinking and the type of alcohol consumed. Also...

- Older people metabolize or break down alcohol at a slower rate. Therefore, they feel the effects longer.
- Food slows the absorption of alcohol into the bloodstream.
- Drinking quickly results in a higher blood alcohol concentration (BAC) and increased effects.
- Your weight and the amount of body fat make a difference. How drunk you become depends on the percentage of alcohol in your bloodstream which in turn depends on the amount of blood in your body. For example, a smaller person becomes more intoxicated than a larger person drinking the same amount because the concentration of alcohol in the blood is greater in the small person.

**How can having just a few drinks be dangerous?**

"Just a few" may make you feel less inhibited and more willing to take greater risks than usual.

Drinking and driving any motor vehicle increases your chances of having an accident, even if you are not legally impaired. When you drink you are less alert and less physically coordinated, and your judgment is affected.

**What about heavy drinking? What effects does it have?**

Drinking too much alcohol in a very short time can result in alcohol poisoning, which can be fatal.

Drinking heavily over a long period of time can have serious and even life-threatening consequences. Brain damage, ulcers, liver disease, malnutrition, heart damage, and various cancers are more common among heavy drinkers.

**How do I know when someone has had too much to drink?**

Intoxication is measured by the percentage of alcohol in your blood and is referred to as blood alcohol concentration or BAC. A person whose BAC is .08 or higher is legally impaired.

Your liver breaks down alcohol at a fixed rate. For an average adult, it can handle less than a standard drink per hour. If a 150-lb man drank two bottles of beer in an hour, his liver would deal with most of the alcohol from one beer, but the rest would stay in his blood, thereby impairing his functioning.

Generally, one drink in an hour can cause a person to appear flushed and feel happy and relaxed.

Inhibitions may disappear, and the heart rate increases. Two drinks in an hour and the person may feel giddy and less coordinated, and may have poor judgment. At this point, even though the person's BAC may be below the legal level of impairment, driving becomes increasingly dangerous.

After consuming four or five drinks in an hour, many people will experience blurred vision, slurred speech and decreased reaction time. For some, drinking this amount will make them quite drunk.

Drinking coffee, taking a cold shower or going for a walk will not affect the level of alcohol in your bloodstream. Your liver simply needs the time to do its work. There are no quick cures for intoxication. Strong, black coffee turns a drunk into a wide-awake drunk. It will not sober a person up. Only time does that.

### **What is a hangover?**

A hangover is a common term for the unpleasant after-effects of too much alcohol. It usually occurs after sleep and the symptoms may include headache, upset stomach, fatigue, poor coordination, heartburn and general aches and pains.

### **What are the differences between use, abuse, and addiction to alcohol?**

Alcohol is one of the most widely-used drugs in Canada. People drink for many reasons—to add pleasure to social occasions, to relax or refresh themselves. Alcohol is also used in religious or festive celebrations.

Some people drink to relieve stress or feel less awkward in social situations. Some young people drink because they wish to appear sophisticated, they feel peer pressure, or they are curious about alcohol.

Most people remain social drinkers – those who drink moderately and infrequently.

Abuse is use that causes problems with your physical or mental health, family, friendships, work, driving or the law. You can abuse alcohol by drinking too much on one occasion or over a long period of time, or by combining it with other drugs.

People who consistently drink a great deal are likely to become addicted to alcohol. Their bodies become used to having alcohol in their systems. If they stop drinking, they experience withdrawal symptoms: loss



of appetite, sleeplessness, anxiety, nausea, irritability and confusion. Severe cases can include convulsions and hallucinations. Controlled withdrawal under medical supervision can reduce the likelihood of these effects.

**What happens when you mix alcohol with other drugs?**

Taking alcohol, which depresses the central nervous system, along with other depressants increases the effects of both drugs. Mixing alcohol with other drugs, either prescription or over-the-counter medicines, can produce unpredictable results. Some combinations which are particularly dangerous include alcohol with ASA products; with antihistamines such as cold, cough or allergy remedies; with marijuana, painkillers, tranquilizers, and sleeping pills. Check the labels on all prescription medicines for the drug caution code "A." It means the medicine is not to be taken with alcohol or other sedatives.

For more information on alcohol, contact AADAC. The number is listed in your local telephone directory, under Alberta Alcohol and Drug Abuse Commission.

Source: *Facts on Alcohol*, Alberta Alcohol and Drug Abuse Commission.



## Section 2

### Alcohol effects

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#### Activity 2.1 Alcohol information

*Time*

40 minutes

*Summary*

Students learn how alcohol affects the various organs in the body and how alcohol can affect the way the body operates.

*Materials*

- Class set of Worksheet 15
- Art paper, coloured markers
- Additional cards that contain answers to student hand-in questions

## Overview



In our society, most children will have observed alcohol use around them from an early age. Even in families or sub-cultures where alcohol is strictly forbidden, children will see alcohol used through the media or will hear about it from their friends.

By the time they are 12, children are very curious about alcohol. They have received some information, and they have begun to form certain attitudes toward alcohol use. They may have even experimented with alcohol.

Children must be able to understand what they see and hear about alcohol. The information presented in this section will help to dispel some of the common misunderstandings about alcohol use and abuse.

## Activity 2.1 Alcohol information

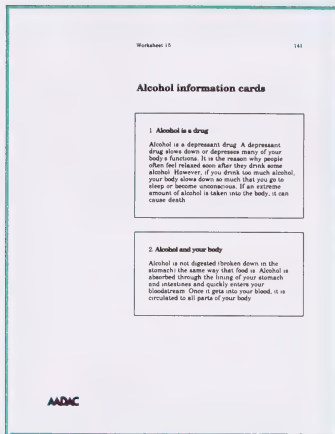
### Objective

Students will be able to:

- explain how alcohol affects the way the body operates

### Procedure

Introduction  
15 minutes



### Group activity

25 minutes

1. Ask the students to think of several ways that alcohol could affect the way their bodies operate.
2. Distribute **Worksheet 15**.

Note: If students have handed in questions that have not been covered by previous activities, you may want to include these questions and answers to them on your own "cards."

Read the information on each card to the class. Clarify any difficult words. After reading each card, ask the students if they have any questions about the contents.

3. If necessary, review the information on the cards that contain the answers to questions the students may have handed in previously.

4. Have the class form small groups of 4 or 5 students. Distribute a card to each group. Have the groups design various pictures that illustrate the information on the card. Have the groups vote to select the six best pictures. Mount these on the wall, next to each card.

### Alternative activity to step 4

Put the cards up on the wall in front of the class, or at stations around the room. Have the students illustrate all or some of the cards, or have them design posters. Conclude the activity by asking the students to share their pictures with each other.

## Alcohol information cards

### 1. Alcohol is a drug

Alcohol is a depressant drug. A depressant drug slows down or depresses many of your body's functions. It is the reason why people often feel relaxed soon after they drink some alcohol. However, if you drink too much alcohol, your body slows down so much that you go to sleep or become unconscious. If an extreme amount of alcohol is taken into the body, it can cause death.

### 2. Alcohol and your body

Alcohol is not digested (broken down in the stomach) the same way that food is. Alcohol is absorbed through the lining of your stomach and intestines and quickly enters your bloodstream. Once it gets into your blood, it is circulated to all parts of your body.

### **3. Alcohol and your brain**

Your brain is the one part of your body that is the most sensitive to alcohol. Alcohol upsets your brain's ability to receive and send messages. This upset changes the way you think, feel, and act. Alcohol's effect on your brain can cause confusion, slurred speech, fuzzy vision, and poor muscle control.

### **4. Alcohol and your liver**

After alcohol gets into your blood, it goes directly to your liver. Your liver is the organ responsible for cleaning the impurities out of your blood! Your liver must work hard to change the alcohol into water and carbon dioxide so that it can be eliminated. This process happens slowly. That is why you cannot get sober by drinking coffee, or running in the fresh air, or doing anything else. You must wait for your liver to break down the alcohol.

### 5. How much alcohol?

A person who has just had one drink might feel or act differently than another person who has also had only one drink. Alcohol affects people in different ways. Some people may feel nauseated, some may feel relaxed and warm, and others may feel nothing at all.

How much a person is affected by the alcohol they drink depends on many things including:

- the concentration of alcohol in the drinks
- how much alcohol is taken in a certain period of time
- the size of their body
- the amount of experience the person has had with drinking.

It is difficult to determine what effects alcohol will have on a person, because it depends on so many different things.



### **6. How does alcohol get you drunk?**

Your blood carries the alcohol to *all* parts of your body, including your brain. When people drink alcohol faster than their liver can get rid of it, they will quickly feel the various effects of the alcohol. These effects may include:

- feeling warmer
- saying and doing things they normally wouldn't
- dizziness
- slurred speech, blurred vision
- slower muscle reactions
- nausea, headache

Alcohol puts your nervous system to "sleep." When there is too much alcohol, the brain also "goes to sleep." This is sometimes called "passing out."

## Additional content for teachers



### *Information on alcohol*

#### **What is alcohol?**

Alcohol was part of the society of ancient cultures. From early times to the present, alcohol has been widely used. Ethyl or "beverage" alcohol has an established history and a widely accepted pattern of use in many cultures and societies.

- Alcohol is a depressant drug that slows down the function of the central nervous system (CNS). The CNS includes the brain and the nerve pathways that control muscle action.
- Alcohol comes in three basic forms: beer, wine, and distilled spirits or "hard liquor." There are roughly equal amounts of pure alcohol in one bottle of beer (12 oz.), one shot of liquor (1 1/4 oz.), or one glass of table wine (5 oz.).

#### **Alcohol in the body**

When you have a drink, the alcohol is absorbed, distributed through the body, and gradually eliminated.

- As alcohol reaches the stomach, much of it is rapidly absorbed into the bloodstream. However, if there is food in the stomach, the rate of absorption is slowed down. Alcohol which is not absorbed in the stomach is passed into the small intestine, where it is rapidly absorbed into the bloodstream.
- Once in the bloodstream, alcohol travels to all parts of the body. Brain tissues absorb alcohol more rapidly than muscles or fat tissues. Within 30 seconds of alcohol entering the bloodstream, reasoning and muscle control centres are affected.

Extreme amounts of alcohol can cause the respiratory and circulatory centres of the brain to cease functioning and the body dies.

- The liver breaks down (metabolizes) alcohol at a slow and constant rate. Because the liver works steadily, at a fixed rate, there are no quick sobering-up techniques. About 95% to 98% of the alcohol is eliminated by the liver. The remaining 2% to 5% escapes unchanged, through sweat, urine, and the breath. The amount of alcohol found in the breath and the blood forms the basis of breathalyzer tests.

## Section 3

### Use versus abuse

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#### Activity 3.1 When does alcohol use become alcohol abuse?

|                  |   |
|------------------|---|
| <i>Time</i>      | 30 minutes  |
| <i>Summary</i>   | Students identify the factors that determine alcohol abuse and examine situations where alcohol causes problems for the drinker as well as the people around the drinker. |
| <i>Materials</i> | <ul style="list-style-type: none"><li>• Class set of Worksheet 16</li><li>• Transparency 14</li><li>• Overhead projector</li></ul>  |

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#### Activity 3.2 Use versus abuse

|                  |  |
|------------------|--|
| <i>Time</i>      | 10 minutes   |
| <i>Summary</i>   | With the help of their parents or guardians, students investigate situations where alcohol is used responsibly and situations where alcohol is used irresponsibly. |
| <i>Materials</i> | <ul style="list-style-type: none"><li>• Class set of Worksheet 17</li></ul>  |

## Overview

This section examines some risks of alcohol use. It is designed to help students begin to understand the difference between alcohol use and alcohol abuse. Key factors include the reasons why alcohol is used, the amount of alcohol that is used, and the situations in which alcohol is used.

Underage alcohol use cannot be condoned, regardless of the situation. However, when situations that involve the use of alcohol arise, students will be able to make decisions based on a better understanding of the possible outcomes.



## Activity 3.1 When does alcohol use become alcohol abuse?

### Objective

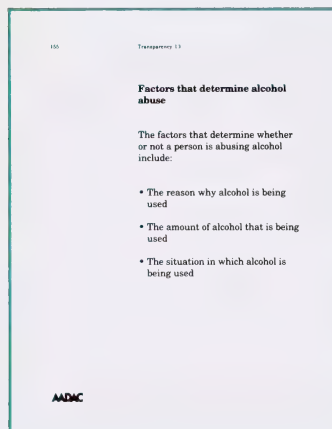
Students will be able to:

- recognize that the reasons for drinking and the amount of alcohol consumed may contribute to alcohol abuse

### Procedure

#### Introduction

5 minutes



1. Ask the students if they can define the word "abuse." According to the dictionary, abuse is to use wrongly or to make bad use of. For instance, drinking so much alcohol that it makes you sick is a form of alcohol abuse.

2. Show **Transparency 13**, and present the following information:

Simply drinking alcohol will not necessarily lead to alcohol abuse.

The factors that determine whether or not a person is abusing alcohol are:

- the reasons why alcohol is being used;
- the amount of alcohol that is being used;
- the situation in which alcohol is being used.

Alcohol abuse occurs when there is harm or a risk of harm to either the drinker or to the people around the drinker.



## Group activity and discussion

20 minutes



3. Divide the class into groups of 4 or 5 students.

Distribute **Worksheet 16**.

Choose the scenarios that you feel would be of most interest to your students or write a scenario that more closely reflects their concerns.

Assign one scenario for each group to study.

Have the students read the scenario out loud and have them discuss how alcohol is being used in each situation. To help the groups with their discussions, write the following questions on the board and ask them to consider these questions during their discussion.

- Why is the person using alcohol?
- Does alcohol do what the person wants it to do?
- Is this way of using alcohol helpful or not helpful to the person?
- How does the use of alcohol affect the other people around the person?
- Is this way of using alcohol a proper or an improper use?
- Instead of using alcohol, what could the person do to get what they want?

Have each group designate a notetaker to write down their thoughts and a spokesperson to present their report to the rest of the class.

Allow approximately 10 minutes for the group discussion.

Closure  
*5 minutes*

4. After the reports have been heard, ask the students to write down their personal thoughts about the things they have been talking about. Then have the students hand them in, without putting their names on the paper. Collect them and read several to the class, or use them to introduce the next activity.

## Activity 3.2 Use versus abuse

### Objective

Students will be able to:

- identify situations where alcohol can cause problems for those who drink or for those who are around the drinker

### Procedure

#### Introduction

10 minutes

154 Worksheet 17

### Use vs. abuse

**Directions**  
With the help of your parents or guardians, think of several situations where alcohol might be used. Discuss what would be okay and what would be harmful or not okay about the alcohol use in each situation. Record your thoughts about each situation in the space below. Use the first example as a guide.

| Example  | Situation | Reason why use is OK/not OK |
|--|-----------|-----------------------------|
| <p><b>Situation</b><br/>My mom is at a family gathering and she has a drink.</p> <p><b>Reason why use is OK/not OK</b><br/>OK because it's a family gathering and it's a small amount.</p> |           |                             |
| <p><b>Situation</b><br/>My dad is at a party and he has a drink.</p> <p><b>Reason why use is OK/not OK</b><br/>Not OK because he's drinking too much and it's a party.</p>                 |           |                             |
| <p><b>Situation</b><br/>My friend is at a party and he has a drink.</p> <p><b>Reason why use is OK/not OK</b><br/>Not OK because he's drinking too much and it's a party.</p>              |           |                             |

**ADDC**

1. Review the comments submitted by the students in the previous activity. Select several that relate to situations on appropriate or inappropriate ways of using alcohol. Read these comments to the class.

Tell the students that they will have the chance to discuss these issues with their parents, or another significant adult.

2. Distribute **Worksheet 17**, along with the attached note to parents.

If possible, their parents, guardians, or other adult should help students complete the activity. State that by working through this exercise with their parents, they will get a better understanding of when and how alcohol abuse can occur.

3. Explain that with the help of their parents, students will describe situations where alcohol might be used, and discuss what would be okay and what would be harmful or not okay in each situation. Have them make notes in the spaces provided, about when and why each situation is either an OK use or not an OK use, that is, an abuse, of alcohol.

4. Collect the worksheets that are returned, and discuss the results with the class as time allows.

*Note to teachers*

Some students may have parents with drinking problems or they may live in a home where religion or culture may discourage alcohol use. In these cases, some students may be justifiably reluctant to discuss this topic with their parents. When presenting the assignment give these students an alternative by saying, "If anyone's parents are "too busy" to help out, do the best you can to complete the work on your own, or perhaps ask another adult friend to help you."

Students could also discuss this activity among themselves. It could be done as a class activity, in pairs, or small groups. The sheets could then be taken home and reviewed with parents or other adults.

## Sample note to parents

Dear Parent:

Recently our class has been studying a unit on the use of alcohol in our society, and more specifically on distinguishing between responsible alcohol use and alcohol abuse. By having children discuss situations wherein alcohol is used responsibly, and situations where alcohol use could be dangerous or harmful (either to the drinker or to others), they will gain a better understanding of when and how alcohol abuse can occur.

Please review the attached handout and help your son/daughter complete the worksheet. By doing this activity together, you will be helping your child to develop a more responsible and informed attitude toward alcohol use.

If you would like more information on this activity, please contact the undersigned.

Thank you for your cooperation.

Yours truly,

*Name*  
*Phone number*

## **Factors that determine alcohol abuse**

The factors that determine whether or not a person is abusing alcohol include:

- The reason why alcohol is being used
- The amount of alcohol that is being used
- The situation in which alcohol is being used



## **When alcohol use becomes a problem**

### **Situations for discussion**

1. Sandy worked hard in her mechanic's training class. She did well on her practical assignments, and now she has to pass a written test. Sandy feels very nervous and anxious about taking tests, and this test is a very important one. She knows that if she goes into the test feeling so uptight, she won't remember a thing. Sandy needs something to calm her down. She decides to drink a few glasses of wine. Wine usually relaxes her.

2. Tom finally got the big job promotion he wanted. He feels just great. After work, Tom and some friends decide to celebrate his good fortune. They go to a popular lounge. Everyone wants to buy Tom a drink. Pretty soon Tom is quite drunk. A friend tells Tom that he has had too much to drink and offers to drive Tom home. Tom becomes quite angry with his friend and tells the friend that he will go when he decides he is ready. Tom demands another drink, and loudly tells his friend to mind his own business. Tom's friend tries to get him to calm down, and then Tom takes a punch at him.

3. Susan and Paul are celebrating their engagement. They go for a romantic dinner. During dinner they share a bottle of wine and have several drinks after dinner. They have been at the restaurant for over three hours. When they are finally ready to leave, Paul suggests they take a taxi home because they've had so much to drink. Susan thinks they are all right; after all, it's not very far. They get in the car and drive off.

4. Joanne has just graduated from high school, gotten a great summer job, and met a really nice guy. It has been a good summer so far! She is at a beach party with her new boy friend. He is drinking beer, and offers her one. Although Joanne doesn't drink, she really wants to fit in and make a good impression on the new crowd. She thinks to herself, "I'm old enough to drink and be in control." She takes the bottle and drinks it even though it tastes terrible. Over the course of the evening, she drinks several more bottles of beer. Soon Joanne is not having a good time. The alcohol is making her feel sleepy and slightly sick.



## Section 4

### Alcohol dependence

---

#### Activity 4.1 Defining alcohol dependence

|                  |  |
|------------------|--|
| <i>Time</i>      | 30 minutes   |
| <i>Summary</i>   | Students investigate various patterns of alcohol use.  |
| <i>Materials</i> | <ul style="list-style-type: none"><li>• Transparencies 14, 15, 16, 17</li><li>• Overhead projector</li></ul> |

---

#### Activity 4.2 What happens? Can it happen to me?

|                  |  |
|------------------|--|
| <i>Time</i>      | 30 minutes   |
| <i>Summary</i>   | Students identify some of the factors that may increase a person's likelihood of becoming alcohol dependent. |
| <i>Materials</i> | <ul style="list-style-type: none"><li>• Class set of Worksheet 18</li></ul>                                  |

---

#### Activity 4.3 Review – Alcohol

|                  |   |
|------------------|---|
| <i>Time</i>      | 30 minutes  |
| <i>Summary</i>   | This activity reinforces the ideas and information presented in this section. |
| <i>Materials</i> | <ul style="list-style-type: none"><li>• Class set of Worksheet 19</li></ul>   |

---

**Activity 4.4** Film option – Children of alcoholics

*Time*

30 - 45 minutes

*Summary*

Students examine some of the problems and situations that children, from homes where alcohol dependency is a problem, often encounter.

*Materials*

- Selected film and accompanying guide
- Videocassette player

## Overview



Alcohol can produce both physical and psychological dependence.

Traditionally, alcohol-dependent people have been called "alcoholics," and this term is still commonly used. The term "alcohol addicted" is also used. Although a dependence on alcohol may take many forms (e.g., less developed, more profound, psychological but not physical, both psychological and physical), this lesson presents a model of alcohol dependence that students should find easy to understand.



## Activity 4.1 Defining alcohol dependence

### Objective

Students will be able to:

- recognize that the pattern of alcohol use is a major determinant of alcohol dependence

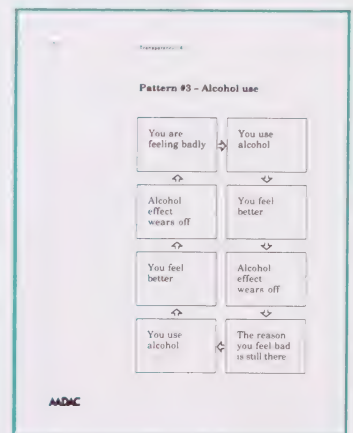
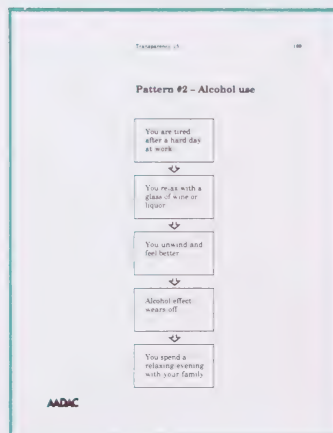
### Procedure

Introduction  
5 minutes

1. Ask the class to define the word "dependence." State that dependence is a condition of being controlled or influenced by something else. Ask how this definition may relate to the use of alcohol.

Presentation and discussion  
20 minutes

2. Using **Transparencies 14, 15, and 16**, illustrate how the pattern of alcohol use relates to dependence. Pattern #1 and pattern #2 do not usually lead to dependence on alcohol. Pattern #3, however, can lead to dependence on alcohol, because alcohol is used again and again, over a period of time.



- Show **Transparency 14**, which illustrates Pattern #1 of alcohol use.

Ask if this situation indicates a dependence on alcohol. Discuss why or why not.

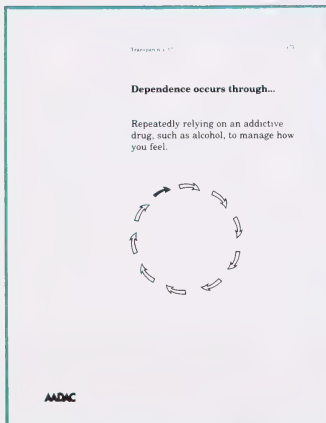
- Show **Transparency 15**, which illustrates Pattern #2 of alcohol use.

Ask if this situation indicates a dependence on alcohol. Discuss why or why not. Ask what else could you do to relax after a hard day, e.g., jogging, going for a walk.

- Show **Transparency 16**, which illustrates Pattern #3 of alcohol use.

Ask if this situation indicates a dependence on alcohol. Why or why not?

Ask the students to describe how these patterns of alcohol use differ. Note that:



- **Pattern #1** demonstrates occasional use of alcohol with no reason to drink repeatedly.
- **Pattern #2** shows that sometimes having one drink is enough to make a person feel better. However, there are other ways to relax and feel better besides using alcohol.
- **Pattern #3** indicates that the problem is not solved or managed by using alcohol. The same method (alcohol) is used to attempt to solve the problem. The cycle *could be repeated over and over*. This pattern may lead to alcohol dependence.

Closure  
5 minutes

5. To conclude the activity, show **Transparency 17** and summarize by stating that dependence occurs through:

Repeatedly relying on an addictive drug, such as alcohol, to manage how you feel.

## Activity 4.2 What happens? Can it happen to me?

### Objective

Students will be able to:

- identify the factors that may increase the likelihood of becoming alcohol dependent

### Procedure

#### Introduction

5 minutes

1. Review the definition of drug dependence.

**Dependence: A condition of being controlled or influenced by something else.**

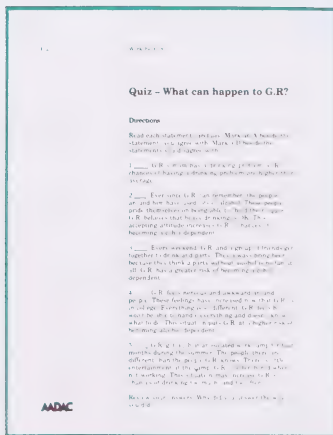
Ask students if they think that it is easier for some people to become dependent or addicted to a drug than it is for others. Do not ask for answers at this time.

### Student activity

10 minutes

2. Distribute **Worksheet 18**, and allow about three to five minutes to complete the exercise.

Have the students exchange their papers with the person next to them. Allow a few minutes for them to compare their answers.



### Discussion

15 minutes

3. Restate the question: Do you think it could be easier for some people to become addicted to a drug like alcohol than it would be for others?

State that there are some factors that can place a person at higher risk of becoming alcohol dependent.

4. Read each quiz item and ask how many students agreed or disagreed with each. After each item, state the information from the corresponding answers below.

**Question #1** – In this case, the factor is genetics. There seems to be a genetic tie with becoming dependent, that is, you can inherit a tendency to become dependent.

**Question #2** – In this case, the factor is an environment that is accepting of heavy drinking. Being around people who drink a lot helps to form an attitude toward alcohol abuse.

**Question #3** – In this case, the factor is a reliance on alcohol for recreation. When most of your ideas about fun or recreation involve alcohol, your choices are limited, and alcohol can become more and more important.

**Question #4** – In this case, the factor is a reason for feeling bad in some way. A person who is nervous around people, unsure of himself or herself, has low self-esteem, or feels incompetent, is at a higher risk of becoming alcohol dependent. He or she must learn to develop other ways of dealing with bad feelings.

**Question #5** – In this case, the factor is living in an unpleasant situation. Unfortunately, using too much alcohol is a common method of coping with a bad situation.

While there are always risks associated with alcohol use, you can reduce these risks by controlling how much you drink, how often you drink, and the situations you will drink in. Most people, who drink alcohol responsibly and find alternative ways of handling situations and feelings, do not become alcohol dependent.

## Activity 4.3 Review – Alcohol

### Objective

Students will be able to:

- apply what they have learned about the use of alcohol

### Procedure

Introductory activity  
10 minutes

Group activity  
15 minutes

Closure  
5 minutes

1. Distribute **Worksheet 19**. Review the instructions and have students work individually to complete the exercise. Allow about five minutes.

2. Once the exercise is completed, have the class form small groups of four or five students. Have them discuss the matches they made. Their task is to reach an agreement on the exercise. Allow students about 10 minutes to work. Then have each group report the sequence they have identified. Ask the groups how they arrived at their decisions.

3. Conclude the activity by stating that there are no absolute correct answers to the matching problems. Ultimately, each person must decide for themselves how to act when they encounter situations that involve alcohol. Exploring how you feel about alcohol-related issues, and how you would like to act in these situations, will help you make responsible decisions, when the time comes.

Worksheet 19 113

**Alcohol-Review exercise**

**Instructions**  
Match statements from part A to the situations described in part B. Although you may feel that several statements could apply to one situation, write the number of the one that you think is the best match for the space provided beside the situation.

|   |   |
|---|---|
| <p><b>Part A Statements</b></p> <p>1. Some people use alcohol to make a genuine image of themselves.</p> <p>2. Some people use alcohol to change the way they feel.</p> <p>3. The more people drink, the stronger they drink and the more they drink.</p> <p>4. Some people who use alcohol are better than someone who does not use alcohol.</p> <p>5. The body processes alcohol and continues to absorb it. This process cannot be speeded up.</p> <p>6. The less you breathe in, the longer it takes for alcohol to get into the blood stream.</p> <p>7. Alcohol dependence can occur when a person's tolerance for alcohol is lowered by a short time.</p> | <p><b>Part B Situations</b></p> <p>Andrea and Mattie are having a wonderful time. Andrea had only a few drinks, but Mattie had three. She had drunk and drunk a few beers.</p> <p>_____ Tom was in the perfect state to teach the children how to make the first great connections along the right way to go. He seemed ready to respond even before he saw the picture.</p> <p>_____ Jack is usually like a locomotive around a group of people. In particular, Jack always has the drink to help his memory go before the rest of the other people are drinking. He uses a lot of alcohol. Jack is a fun, entertaining person. You and your friends love him.</p> <p>_____ The teacher, Margaret, has just graduated from university. She is a member of the organization for several years because of the money that he has been getting. Everyone in the class is proud of the graduate and his future career. It is a great teacher.</p> <p>_____ The group is excited and about ready to make up their minds to drink across the table of dining table. They plan for a big group of the group and to have a lot of fun. They are ready to start the night.</p> <p>_____ The group is a group of people who are from the same area. They are from the same area and they are from the same area. They are from the same area.</p> |
|---|---|

**AADAC**



## Activity 4.4 Film option – Children of alcoholics

### Objective

Students will be able to:

- identify some of the problems that children, who live in homes where alcohol is abused, often encounter.

### Suggested videos/films

"Lots of Kids Like Us" (28 minutes) Available from most local AADAC area offices.

- This story, about children at summer day camp, offers some solutions to situations that children, from homes where alcohol dependency is a problem, often face.

"Children of Alcohol" (19 minutes) Available from the National Film Board.

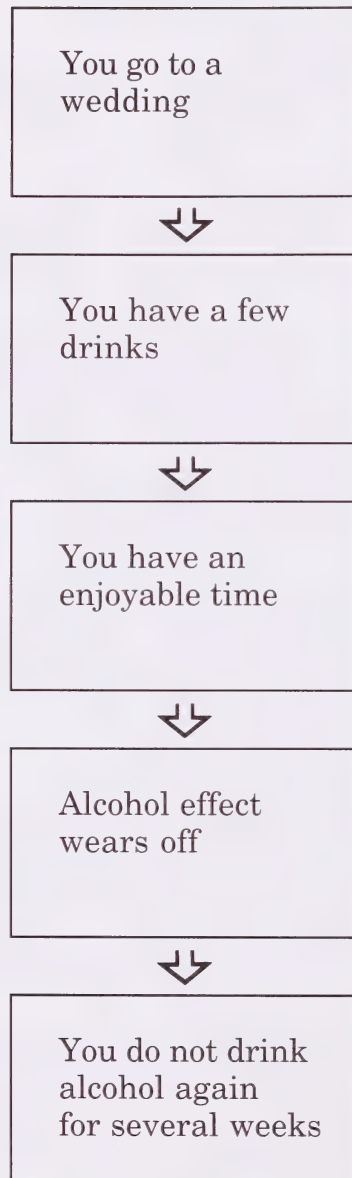
- This story follows a group of young people on a horseback trip through the mountains. Each child comes from a family where alcohol abuse is creating problems. They share their experiences through discussions.

### Procedure

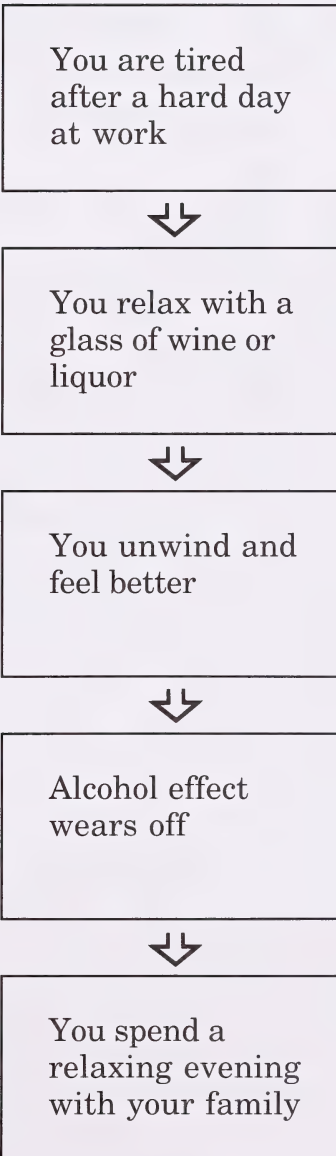
1. Before showing the film, preview it carefully to ensure that the content is appropriate for your class. Study the accompanying discussion guide and be prepared to respond to the questions or concerns that may arise. It may be beneficial to have the school counsellor participate in this activity.
2. Show the film and use the film guide to discuss the topics, questions, or concerns that students may raise.



## Pattern #1 – Alcohol use



## Pattern #2 – Alcohol use

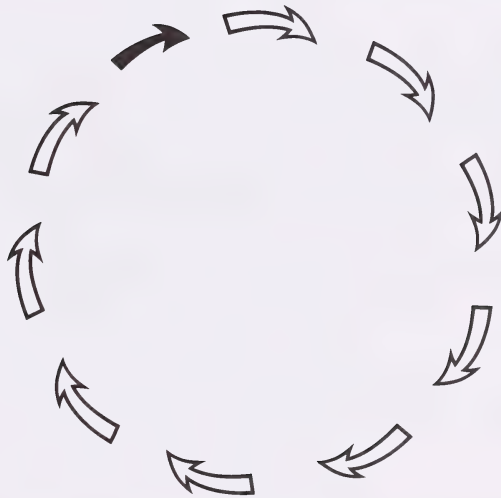


### Pattern #3 – Alcohol use



## Dependence occurs through...

Repeatedly relying on an addictive drug, such as alcohol, to manage how you feel.



## Quiz – What can happen to G.R.?

### Directions

Read each statement carefully. Mark an A beside the statements you agree with. Mark a D beside the statements you disagree with.

1. \_\_\_ G.R.'s mom has a drinking problem. G.R.'s chances of having a drinking problem are higher than average.

2. \_\_\_ Ever since G.R. can remember, the people around him have used lots of alcohol. These people pride themselves on being able to "hold their liquor." G.R. believes that heavy drinking is OK. This accepting attitude increases G.R.'s chances of becoming alcohol dependent.

3. \_\_\_ Every weekend, G.R. and a group of friends get together to drink and party. They always bring beer, because they think a party without alcohol is no fun at all. G.R. has a greater risk of becoming alcohol dependent.

4. \_\_\_ G.R. feels nervous and awkward around people. These feelings have increased now that G.R. is in college. Everything is so different. G.R. feels he won't be able to handle everything and doesn't know what to do. This situation puts G.R. at a higher risk of becoming alcohol dependent.

5. \_\_\_ G.R. got a job at an isolated work camp for four months during the summer. The people there are different than the people G.R. knows. There is little entertainment at the camp. G.R. is often bored when not working. This situation may increase G.R.'s chances of drinking too much, and too often.

Review your answers. Why did you answer the way you did?

## Alcohol-Review exercise

### Instructions

Match statements from part A to the situations described in part B. Although you may feel that several statements could apply to one situation, write the number of the one that you think is the best match in the space provided beside the situation.

### Part A Statements

1. Some people use alcohol to create a personal image of themselves.
2. Some people use alcohol to change the way they feel.
3. The reasons people drink, the amount they drink, and the situations in which they drink, are factors that separate alcohol use from alcohol abuse.
4. The body processes alcohol and removes it at a fixed rate. This process cannot be speeded up.
5. Alcohol use becomes alcohol abuse when there is risk of harm to the drinker or someone else.
6. Alcohol dependence can result when a person repeatedly uses alcohol to manage how they feel.

### Part B Situations

- \_\_\_\_ Amanda and Matthew are having a wonderful day waterskiing. Their aunt and uncle are driving the boat. While they enjoy their day, they eat junk food and drink a few beers.
- \_\_\_\_ Ted likes to have the perfect wine to match the gourmet meals he cooks. He gets great pleasure from choosing the right wine to go with the special meals he prepares from time to time. His guests always enjoy his dinners and his wines.
- \_\_\_\_ Jackie usually feels uncomfortable around a group, especially at parties. Jackie always has a few drinks to help her loosen up before she can join in. After years of using alcohol in these social situations, Jackie still feels uncomfortable around people. Now she goes out less and less.
- \_\_\_\_ The youngest Harrington has just graduated from university. To celebrate, Mr. Harrington brings out several special bottles of champagne that he has been saving. Everyone in the family drinks to the graduate's good health and future success. It's a grand occasion.
- \_\_\_\_ The party is over and several people need to sober up. John decides to drink several cups of strong black coffee. Amy goes for a jog around the block. George elects to have a cold shower. Joyce decides to spend the night.
- \_\_\_\_ Mac drinks a particular brand of beer. Marie drinks white wine from a proper wine glass. Joseph drinks dry martinis with black olives. Sharon drinks any kind of alcohol and lots of it. Peter chooses not to drink alcohol.



## Additional references and resources



- *Quick Facts* contains general information in a question/answer format on a broad spectrum of addictions issues. This booklet may help you to answer student questions.  
The booklet is produced by AADAC and can be obtained by contacting your local AADAC office.
- *Tracking the Good Times: A leisure education workbook*. This workbook is produced by AADAC and can be obtained by contacting your local AADAC office.
- *The PAL Smoking Prevention Program: An Active Learning Approach to Attitudes, Ideas, and Life Skills for 11- to 13-Year-Olds*, is produced by Health and Welfare Canada as part of *Break Free, Canada's National Program to Reduce Smoking*. The program is designed for grade 6 students, and it promotes a positive attitude toward remaining smoke-free.  
The program is available from The Health Promotion Directorate, Health and Welfare Canada, 4th Floor, Jeanne Mance Bldg., Tunney's Pasture, Ottawa, Ontario, K1A 1B4.
- Community Resources
  - AADAC (The Alberta Alcohol and Drug Abuse Commission)
  - School and community libraries
  - Professional Medical Associations (pharmacists, dentists, doctors, nurses)
  - Heart Associations
  - Lung Associations
  - The Cancer Society
  - Provincial and Federal Health Departments



### *Sense and nonsense*

#### Checklist and planning guide

This checklist and guide is provided for teachers and class observers to help in post analysis of the lesson(s). A record of impressions and ideas for improvements will help you adapt the materials to suit your personal teaching styles.

#### **1. Complete the information for as many activities as you feel are necessary.**

- Section \_\_\_\_\_
- Activity \_\_\_\_\_
- Objective(s) \_\_\_\_\_

#### *A. Getting the message across*

Students:

- Received accurate information relating to why people are attracted to drugs (tobacco, alcohol, etc.) and what risks are involved. The simplistic "drugs are bad" point-of-view was avoided.
- Received a realistic perspective that they will be able to apply when they are older. As a result, alcohol and drug use may be seen in a more responsible manner in the future.
- Were comfortable discussing these topics in the classroom.

**Comments**

***B. Check the process***

- |   |  |
|---|--|
| <input type="checkbox"/> activity(s) engaging                           | <input type="checkbox"/> review needed                                     |
| <input type="checkbox"/> time allotments appropriate                    | <input type="checkbox"/> supplementary materials needed                    |
| <input type="checkbox"/> students given opportunity to express opinions | <input type="checkbox"/> possibilities for integration with other subjects |

**Comments**

**Changes to make it work better:**

***C. Sort it out – useful or not***

|                              | <b>not<br/>useful</b>    | <b>somewhat<br/>useful</b> | <b>very<br/>useful</b>   |
|------------------------------|--------------------------|----------------------------|--------------------------|
| • background information     | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> |
| • student worksheets         | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> |
| • overhead transparencies    | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> |
| • parent assisted activities | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> |
| • poster                     | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> |

**Comments**

**Changes to make it work better:**



***Sense and nonsense***  
Resource evaluation form

Now that you have had a chance to review and use *Sense and nonsense*, AADAC would like to hear from you. You, the resource user, are the key to the success of this program. Your suggestions and comments will be taken into consideration during future revision and development of the resource.

*Send to:*  
*Lifelines, AADAC Provincial Programs,*  
*2nd Floor, Pacific Plaza*  
*10909 Jasper Avenue*  
*Edmonton, Alberta*  
*T5J 3M9*

**1. How did you first learn about this resource?**

- school library                       another teacher  
 a professional association    AADAC consultant  
 Department of Education    other (please specify)  
 public media

**2. How did you get a copy to use?**

**3. Does the resource:**

**very well            quite well            not at all**

- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| • meet curriculum requirements                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • provide adequate support to fulfill the stated teaching objectives | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • provide age-appropriate, drug-related content                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**4. Which section(s) of the resource did you review or use?**

- Grade 4  
 Grade 5  
 Grade 6

**Which parts did you find useful?**

|                                    | very<br>useful           | somewhat<br>useful       | not<br>useful            |
|------------------------------------|--------------------------|--------------------------|--------------------------|
| • the background information       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • the philosophy and content ideas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • the participant activities       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • the parent assisted activities   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**5. Did you find the resource (check as many as apply):**

- |  |   |
|--|---|
| <input type="checkbox"/> easy to use               | <input type="checkbox"/> materials well-balanced            |
| <input type="checkbox"/> relevant to your students | <input type="checkbox"/> good enough to recommend to others |
| <input type="checkbox"/> worthwhile and useful     |   |

**Comments**

**6. Specify changes that you feel would improve the resource. If possible, indicate page numbers and the changes you would like to see. (If more space is needed, please use an additional page.)**

**7. Are there other alcohol or drug-related issues for which you feel a resource kit would be helpful?**











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sense    correct    wisdom    right    appropriate    rational  
 understanding    OK    sensible    intended  
 babble    fummadiddle    hogwash    poppycock    balderdash    hoey    bilge  
 nonsense    gibberish    hot air    horsefeathers    rabbish    double-fal  
 fiddlesticks    drivel    baloney    fiddle-faddle    hokum



**AADAC**

Alberta Alcohol and Drug Abuse Commission  
An Agency of The Government of Alberta

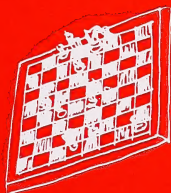
# Sense nonsense

Taking decisions about drugs





Making head



# Healthy choices

*Lifelines*  
Action Programs for Healthy Living



correct wisdom right appropriate rational  
 understanding OK sensible intended  
 sense babble fummadiddle hogwash poppycock balderdash hooley bilge  
 nonsense gibberish hot air horsefeathers rubbish, double-talk  
 fiddlesticks drivel baloney hot air fiddle-faddle hokum





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